Strategic Plan

January 2005

State Board of Education
Missouri Department of Elementary and Secondary Education

Making a positive difference through education and service

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Outcome I

Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

Key Objectives

Objective 1: Reduce the percentage of students scoring at the step 1 and progressing achievement levels on MAP by 5 percent each year through 2009 in the four core content areas and at all grade levels.

Objective 2: Decrease the gap in achievement scores in the four core content areas and at all grade levels between racial/ethnic-minority students and non-minority students by 5 percent each year through 2009 while increasing the performance of all students.

Objective 3: By 2009, increase from 73 to 90 percent the number of students who score satisfactory or above on the third-grade reading component of the MAP.

Objective 4: Increase to 98 percent by 2009 the number of Missouri public-school classes taught by teachers with appropriate grade and subject certification.

Key Strategies

- Provide professional development on effective, research-based reading programs.

- Provide professional development to improve instruction for minority and poor students.

- Hold schools accountable for achievement of minority students through MSIP.

- Sustain an adequate and equitable flow of basic state aid to help districts improve salaries, maintain lower pupil-teacher ratios, and continue targeted professional development programs.

- Provide incentives to attract higher-quality teachers to low-performing schools, including rewards for those who earn National Board certification.

- Assist districts in providing safe learning environments for students and staff.

Outcome II

Increased percentage of children entering school ready to succeed

Key Objectives

Objective 1: By 2008, increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services.

Objective 2: Increase the number of children ages 3 to 5 receiving DESE-supported quality care and education services from 22,499 (12 percent) in 2003 to 28,360 (15 percent) in 2007.

Objective 3: By 2008, increase from 84 percent in 2003 to 86 percent the number of public school kindergartners attending full-day programs

Key Strategies:

- Increase participation in PAT among high-needs families.

- Improve PAT participation rates in districts that have historically low participation, including St. Louis and Kansas City.

- Inform school leaders and parents about the benefits of parent education programs and quality preschools.

- Encourage districts to reprioritize existing resources to expand preschool opportunities through the Missouri Preschool, Title I Preschool and Early Childhood Special Education Preschool programs.

- Encourage districts to use existing and new resources to expand preschool opportunities.

- Encourage districts to recruit more First Steps families and families of Head Start children into PAT.

Outcome III

Increased percentage of 18-year-olds with a high school diploma or GED

Key Objectives

Objective 1: Decrease the state's annual dropout rate to 3 percent by 2008.

Objective 2: By 2008, increase to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military.

Key Strategies

- Continue to hold school districts accountable for reducing the dropout rate through MSIP.

- Target low-performing/high –dropout districts with technical assistance through Priority Schools Audit Teams.

- Promote use of Missouri's Comprehensive Guidance Program by providing inservice training for school district personnel.

- Use input from business and industry to identify knowledge and skills critical to entry-level employment and share this information with partnering agencies.

- Coordinate and provide electronic linkages to Missouri Career Centers.

- Support strategies for youth with disabilities that promote parent involvement, improvements in Individualized Education Program (IEP) development, and linkages with the business community.

- Continue to communicate to high school counselors and administrators the benefits of utilizing the GED Option program with at-risk students as a means of encouraging school retention and completion.

Outcome IV

Improved performance of career preparation, employment, work-force advancement and independent living programs

Key Objectives

Objective 1: Meet or exceed performance goals for students enrolled in Adult Education and Literacy (AEL) and English as a Second Language (ESL) programs.

Objective 2: Maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services at 78 percent through 2006.

Objective 3: Maintain a decision accuracy rate of 96 percent or better and a turn-around time of 86 days or less in processing Social Security Disability claims.

Objective 4: Meet or exceed performance goals for students enrolled in career education programs at the secondary and postsecondary level.

Objective 5: Increase the number of persons with significant disabilities who receive Independent Living Services by 38 percent, from 12,887 in FY2003 to 17,871 by 2006.

Key Strategies

- Establish cooperative agreements linking education, career preparation, and transition to employment services for all youth and adults, including those with disabilities.

- Continue to collaborate with other state agencies to establish a comprehensive system of personal assistance services.

Missouri Department
of Elementary and Secondary Education
Strategic Plan

Executive Summary

Vision Statement: "Making a positive difference through education and service"

The Department of Elementary and Secondary Education is a team of dedicated individuals working for the continuous improvement of education and services for all citizens. We believe that we can make a positive difference in the quality of life for all Missourians by providing exceptional service to students, educators, schools and citizens. We believe that, by 2008, Missouri's public education system will rank among the top 10 in the nation.

Mission Statement: We provide leadership and promote excellence.

We

- Champion high-quality public education

- Advocate equity for every learner

- Develop school leaders and other educational team members

- Establish standards that demand excellence and build a solid foundation for lifelong learning, workplace skills and citizenship

- Evaluate program and policy effectiveness

- Share best practices

- Carry out programs with the least administrative burden and cost

- Assist persons with disabilities by providing individualized support and services

- Create a caring workplace that fosters teamwork and personal and professional growth

Value Statements: We promise to greatly exceed customers' expectations.

We

- Listen to those we serve in order to improve our operations and adapt to changing needs

- Forge partnerships to improve our services

- Value each employee's contribution to achieving the mission

Key Outcomes, Objectives and Programs

I. Key Outcome: Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

Key Objectives

- Reduce the percentage of students scoring at the step 1 and progressing achievement levels on MAP by 5 percent each year through 2009 in the four core content areas and at all grade levels.

- Decrease the gap in achievement scores in the four core content areas and at all grade levels between racial/ethnic-minority students and non-minority students by 5 percent each year through 2009 while increasing the performance of all students.

- By 2009, increase from 73 to 90 percent the number of students who score satisfactory or above on the third-grade reading component of the MAP.

- Increase to 98 percent by 2009 the number of Missouri public-school classes taught by teachers with appropriate grade and subject certification.

Key Programs

Missouri School Improvement Program, Success Teams, Priority Schools, Regional Professional Development Centers, SuccessLink, Missouri Assessment Program Professional Development, Accelerated Schools, Summer School Funding, Technology Grants, Project Construct, Practical Parenting Partnerships, Reading First Grants, Title I, Reading Success Network, Missouri Reading Initiative, Missouri Mathematics Academy, Missouri Elementary Science Connection, Temporary Authorization Certificate, Alternative Teacher Preparation Program, Special Education and Counselor Tuition Reimbursement, Career Ladder, JOBS Web Site, National Board Certification Support, New Teacher Support, Mentoring New Teachers

II. Key Outcome: Increased percentage of children entering school ready to succeed

Key Objectives

- By 2008, increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services.

- Increase the number of children ages 3 to 5 receiving DESE-supported quality care and education services from 22,499 (12 percent) in 2003 to 28,360 (14 percent) in 2007.

- By 2008, increase from 84 percent in 2003 to 86 percent the number of public school kindergartners attending full-day programs

Key Programs

Parents as Teachers (PAT), First Steps, Missouri Preschool Program, Title I Preschools, Early Childhood Special Education Services, Full-day Kindergarten

III. Key Outcome: Increased percentage of 18-year-olds with a high school diploma or GED

Key Objectives

- Decrease the state's annual dropout rate to 3 percent by 2008.

- By 2008, increase to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military.

Key Programs

A+ Schools, "Line 14" funds for at-risk programs, Missouri School Improvement Program, Alternative Education Centers, Vocational Rehabilitation-Transition from School to Work Program, Reading First Grants, Title I, School and Business/Community Partnerships, English-as-a-Second-Language Programs, High Schools That Work, Comprehensive Guidance Program, Secondary Vocational Education Programs, GED Option

IV. Key Outcome: Improved performance of career preparation, employment, work-force advancement and independent living programs

Key Objectives

- Meet or exceed performance goals for students enrolled in Adult Education and Literacy (AEL) and English as a Second Language (ESL) programs.

- Maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services at 78 percent through 2006.

- Maintain a decision accuracy rate of 96 percent or better and a turn-around time of 86 days or less in processing Social Security Disability claims.

- Meet or exceed performance goals for students enrolled in career education programs at the secondary and postsecondary level.

- Increase the number of persons with significant disabilities who receive Independent Living Services by 38 percent, from 12,887 in FY2003 to 17,871 by 2006.

Key Programs

Adult Education and Literacy, GED Online, Family Literacy with ESL Focus, Vocational Rehabilitation Services, Social Security Disability Determinations Services, Independent Living Services, Post-secondary Vocational Education Programs, Secondary Vocational Education Programs, Vocational-Technical Enhancement Grants, Tech Prep/Applied Academics, A+ Schools, High Schools That Work, Missouri School Improvement Program, Transition from School-to-Work Program, Community Rehabilitation Programs, Supported Employment Program

Participants in the 2005 Planning Process

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STRATEGIC PLANNING TEAMS continued

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**Increased percentage of students achieving
the Show-Me Standards at targeted performance levels
in the Missouri Assessment Program**

What's the trend?

While the goal for Missouri is to have all students scoring at or above the proficient, or second-highest, level in the Missouri Assessment Program (MAP), the 2004 MAP results continue to indicate that the majority of Missouri students are not yet there. However, longitudinal data show slow but somewhat steady increases in the percentages of students scoring at the top two achievement levels, proficient and advanced, for most, but not all, of the subject-area assessments. In mathematics and science, more elementary students than secondary students score in the top two levels. In communication arts and social studies, elementary and middle school students perform at similar levels, which is well above high school students.

Percent of students scoring in the top two levels (proficient and advanced) on the MAP

Health-Physical Education

Fine Arts
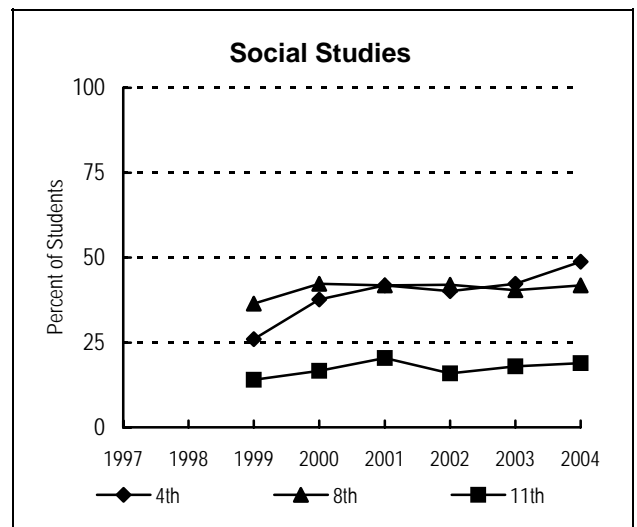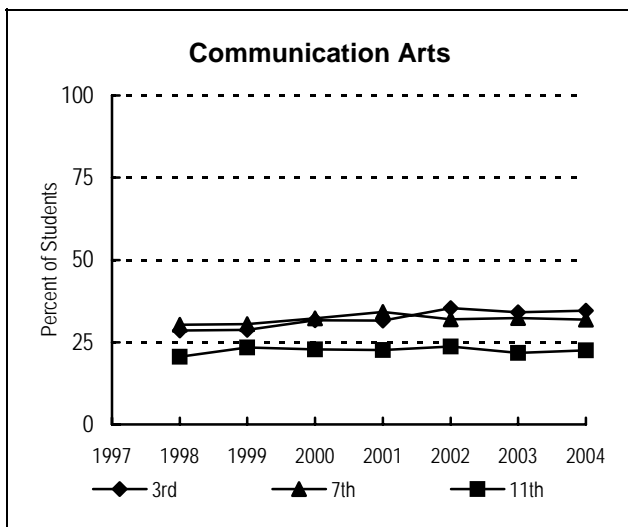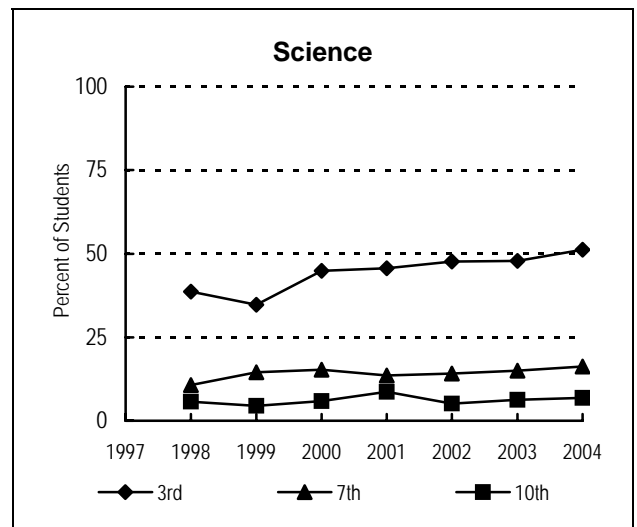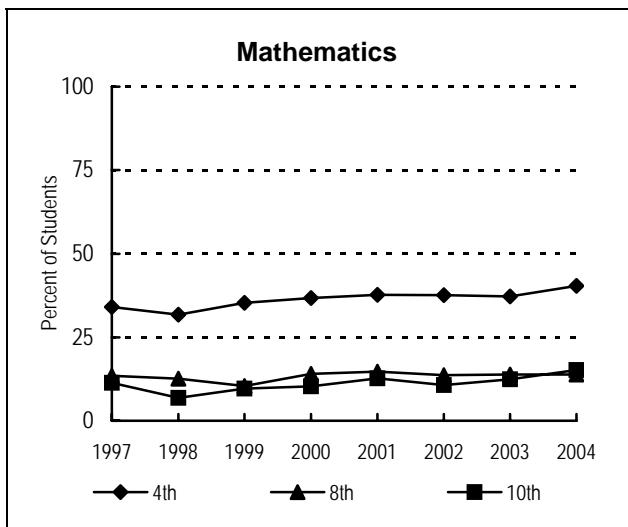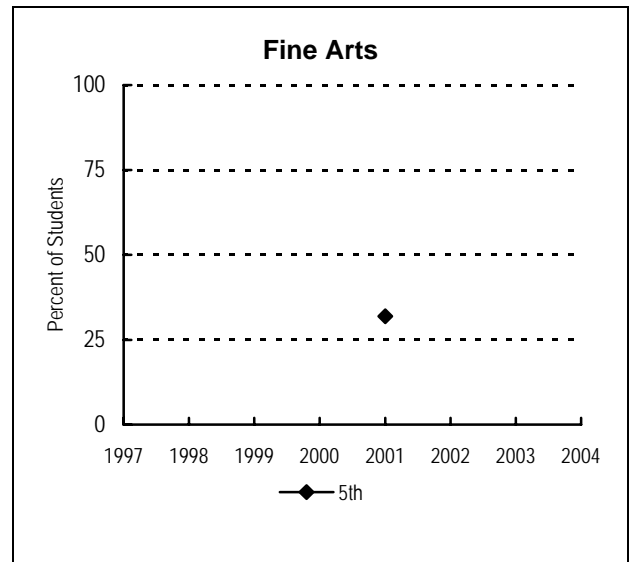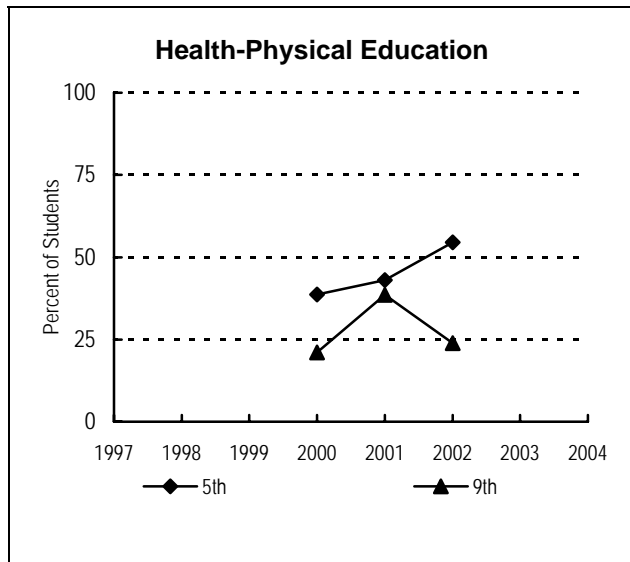
Percent of students scoring proficient or above on the MAP

	1997	1998	1999	2000	2001	2002	2003	2004
MATHEMATICS								
Grade 4	34.1%	31.8%	35.3%	36.7%	37.7%	37.6%	37.2%	40.4%
Grade 8	13.5%	12.6%	10.4%	14.1%	14.7%	13.7%	13.9%	13.9%
Grade 10	11.4%	6.9%	9.7%	10.3%	12.7%	10.7%	12.4%	15.2%
SCIENCE								
Grade 3		38.7%	34.7%	44.9%	45.6%	47.7%	47.8%	51.2%
Grade 7		10.7%	14.5%	15.3%	13.6%	14.2%	15.0%	16.3%
Grade 10		5.7%	4.5%	5.9%	8.7%	5.2%	6.3%	6.9%
COMMUNICATION ARTS								
Grade 3		28.6%	28.8%	31.7%	31.6%	35.4%	34.1%	34.6%
Grade 7		30.3%	30.5%	32.3%	34.2%	32.0%	32.4%	31.9%
Grade 11		20.6%	23.4%	22.8%	22.6%	23.7%	21.8%	22.5%
SOCIAL STUDIES								
Grade 4			26.0%	37.7%	41.8%	40.1%	42.3%	48.8%
Grade 8			36.4%	42.3%	41.8%	42.0%	40.4%	41.8%
Grade 11			14.0%	16.7%	20.4%	15.9%	18.0%	18.9%
HEALTH-PHYSICAL EDUCATION								
Grade 5				38.7%	43.1%	54.5%		
Grade 9				21.1%	38.6%	23.9%		
FINE ARTS								
Grade 5					31.9%			

Source: MAP, September 2004

About the measure: The MAP assesses attainment of the Show-Me Standards at the elementary, middle and high school levels. Math results for 1997, science and communication arts results for 1998, social studies results for 1999, health-physical education results for 2000, and fine arts results for 2001 are based on voluntary administration of the assessments by many but not all school districts. All districts have participated in the mandatory administration of the math assessments since 1998 and in the communication arts assessments since 1999. The science assessments were required from 1999 through 2002, and the social studies assessments were required from 2000 through 2002. In 2003 and 2004, the science and social studies assessments were available to districts to administer on a voluntary basis. The health-physical education assessments were required in 2001 and 2002. The fine arts assessment was available for voluntary administration in 2001 and has not been given since that year.

In most grades, 97 or 98 percent of students took the 2004 MAP exams, including many students with disabilities who have IEPs (Individualized Education Programs). (The MAP-Alternate (MAP-A), a portfolio-based assessment, has been developed for students whose disabilities are so severe that they are not able to

participate in the regular MAP testing. The MAP-A evaluates students' progress toward their IEP goals and related Show-Me Standards.)

The math, communication arts, science and social studies MAP assessments consist of three types of items: 1) multiple-choice, machine-scored items, including questions from the nationally normed TerraNova test, 2) constructed-response items, which require students to supply rather than select answers, and 3) performance events, which require students to demonstrate what they know and work through more complicated problems or issues. A student's score on MAP is based on the combined results of the three types of items.

Student performance on the MAP is reported on a five-step scale: step 1 (lowest), progressing, nearing proficient, proficient and advanced. The state's goal is for students to score at the proficient level or above in every subject and every grade. Increases in percent of students in the top two levels as well as decreases in the lowest two levels are monitored and considered in the Missouri School Improvement Program (MSIP) accreditation process.

Why is this outcome important?

The MAP was developed to evaluate students' progress toward 73 rigorous academic standards, known as the Show-Me Standards, that define the "knowledge, skills and competencies" that Missouri students should obtain before graduating from high school. The Outstanding Schools Act passed by the Missouri General Assembly in 1993 required development of the standards and assessment program. The State Board of Education adopted the Show-Me Standards in January 1996. The MAP tests assess learning in six subject areas (mathematics, communication arts, science, social studies, health and physical education, and fine arts) and are designed to test not only what students know but also how well they can apply that knowledge. Local districts are held accountable for students' performance on the MAP assessments through the Missouri School Improvement Program (MSIP).

The state's and local districts' ability to meet federal No Child Left Behind (NCLB) requirements are directly affected by student achievement on the MAP. To achieve the goal of all children being proficient (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. Based on criteria included in NCLB, DESE has established specific annual targets for Adequate Yearly Progress (AYP) in communication arts and math.

In 2004, the AYP goal for all schools in communication arts is 20.4 percent of all students being proficient. The AYP goal in math is 10.3 percent of all students being proficient. These same goals apply to all subgroups of students. In 2005, these targets jump to 38.8 percent for communication arts and 31.1 percent for math. Missouri's "starting points" for determining annual AYP targets are based on 2002 MAP scores and the overall student proficiency rate in the school at the 20th percentile of total public school enrollment.

NCLB spells out an array of consequences for schools and districts that repeatedly fail to achieve AYP. These penalties do not apply to non-Title 1 schools. Any school that fails to achieve AYP for two consecutive years will be identified by the state as "needing improvement." Initially, a school that does not make AYP for two consecutive years must offer students the opportunity to transfer to another school (if available) within the district. After a third year, schools must offer supplemental services such as tutoring for students. Schools that do not show adequate progress after five years may be forced to take tough corrective action, which could include replacing school personnel or extending the school year.

How does Missouri compare to other states and the nation on this measure?

NAEP Results

The MAP is not given to students in other states; however, samples of students from every state take the National Assessment of Education Progress (NAEP) reading and mathematics assessments and samples of students from many states take other NAEP subject-area tests. In general, Missouri students tend to score at the same level or slightly higher on NAEP reading, mathematics and science assessments and slightly lower on the writing assessment than students from the nation as a whole. The percentages of Missouri students scoring in the top two NAEP achievement levels (proficient and advanced) for grade 4 and grade 8 are very similar. Longitudinal data show steady increases in the percentages of Missouri students scoring at the proficient and advanced levels in most of the subject-area assessments.

Percent of students scoring proficient or above on NAEP

	1992[n]		1994[n]		1996[n]		1998		2000		2002		2003	
	MO	National	MO	National	MO	National	MO	National	MO	National	MO	National	MO	National
Mathematics														
Grade 4	19%	17%			20%	20%			22%	23%			30%	31%
Grade 8	20%	20%			22%	23%			21%	25%			28%	27%
Reading														
Grade 4	30%	27%	31%	28%			28%	28%			32%	30%	34%	30%
Grade 8							28%	30%			33%	31%	34%	30%
Writing														
Grade 4											22%	27%		
Grade 8							17%	24%			27%	30%		
Science														
Grade 4									34%	27%				
Grade 8					28%	27%			33%	30%				

Source: National Center for Education Statistics Data Tool, March 2004

Note: Accommodations were not allowed on the assessment in 1992, 1994 and 1996, as indicated by [n]

About the measure: The NAEP assesses what students know and are able to do in various content areas.

All NAEP state results (reading, mathematics, science and writing) prior to 2003 were based on voluntary administration of the assessments. The 2003 NAEP state results in reading and mathematics reflect mandated administration of the assessment brought about through NCLB legislation.

A random sampling process is used to select schools/students to participate in each NAEP assessment. During the initial years of state NAEP, accommodations were not allowed (indicated by [n]); however, on all assessments after 2002, accommodations are allowed.

The assessments consist of three types of items: 1) multiple-choice, machine-scored items, 2) short, constructed-response items that require students to supply rather than select short answers, and 3) extended constructed-response questions, which require students to solve multi-step problems and explain/support their responses. A student's score on the NAEP is based on the combined results of the three types of items.

Student performance on the NAEP is reported on a three-step scale: basic (lowest), proficient and advanced. Scores below the cut score for the basic level fall into the below basic range. The nation's goal is for students to score at the proficient level or above in every subject and every grade.

When NAEP and MAP data are compared for the same cohorts of students, the respective percentages of Missouri students earning scores of proficient and advanced on the NAEP grade-4 and grade-8 reading tests are very similar to the respective percentages of students scoring at these same levels on the MAP grade-3 and grade-7 reading tests. When cohort data for NAEP and MAP mathematics assessments are compared the grade-4 proficient and advanced rates are quite similar across the two tests, but the grade-8 NAEP proficient and advanced rates are higher than the grade-8 MAP rates.

TerraNova Results

The MAP math, science, communication arts and social studies assessments all include a set of items taken from a nationally normed, multiple-choice test, called the TerraNova. Results show how Missouri students perform compared with other students nationwide. Missouri students consistently exceed the national median (50th percentile) in every subject and every grade. For most assessments, the median TerraNova percentiles have steadily increased since the first required administration.

Missouri student performance on TerraNova section of the MAP (median national percentiles)

	1997	1998	1999	2000	2001	2002	2003	2004
MATHEMATICS								
Grade 4	56.3	56.1	58.6	61	62	62	62	64
Grade 8	58.3	56.2	58.9	59	60	60	65	65
Grade 10	65.2	66.1	67.8	70	70	70	74	75
SCIENCE								
Grade 3		63.5	66.7	70	70	73	64	65
Grade 7		55.2	58.6	59	60	60	56	53
Grade 10		63.8	64.3	66	66	65	64	63
COMMUNICATION ARTS								
Grade 3		56.2	57.7	59	61	62	62	63
Grade 7		53.7	57.8	59	59	59	62	62
Grade 11		58.5	61.5	61	63	63	62	62
SOCIAL STUDIES								
Grade 4			61.7	66	67	67	71	73
Grade 8			61.9	64	64	64	59	60
Grade 11			59.3	61	61	61	60	61

Source: MAP, September 2004

For more information:

http://dese.mo.gov

http://nces.ed.gov/

http://www.relnetwork.org

KEY OBJECTIVE 1

**Reduce the percentage of students scoring
at the step 1 and progressing achievement levels
on MAP by 5 percent each year through 2009
in the four core content areas and at all grade levels.**

What's the trend?

Analysis of MAP trend data across the four core subject-area assessments shows that the percentages of students scoring at the bottom two achievement levels, step 1 and progressing, are, for most assessments, decreasing at a very slow but steady rate from one year to the next. Across time, there are substantial decreases in the percentages of students scoring in this lower range on most, but not all, or assessments. These trends are encouraging, however, the data do not meet the stated goal of reducing the percentage of students scoring in the bottom two achievement levels by 5 percent each year.

Percent of students scoring at the step 1 and progressing achievement levels on the MAP
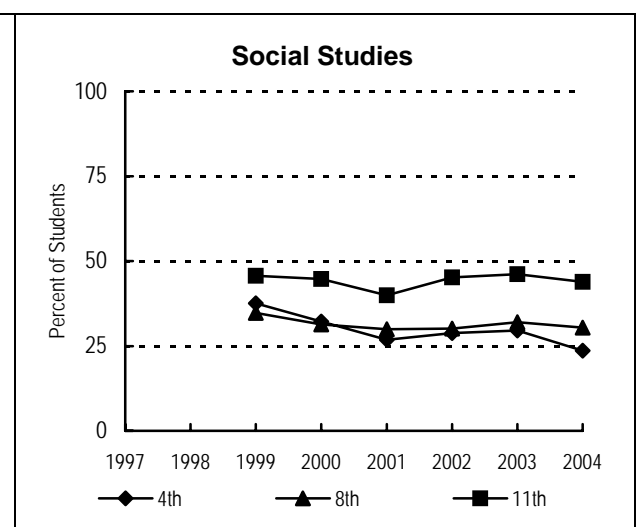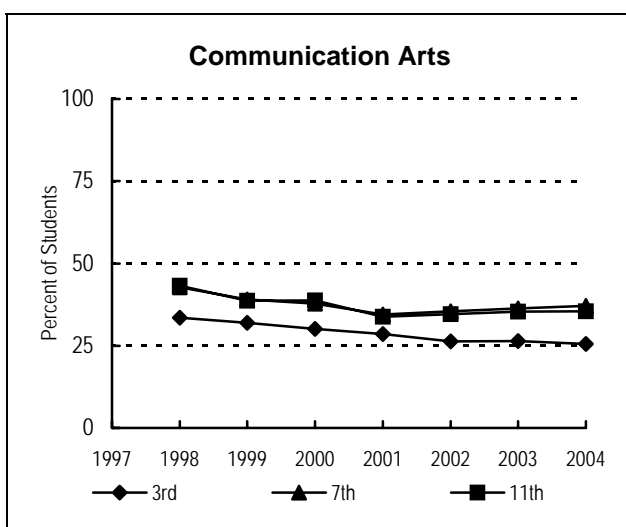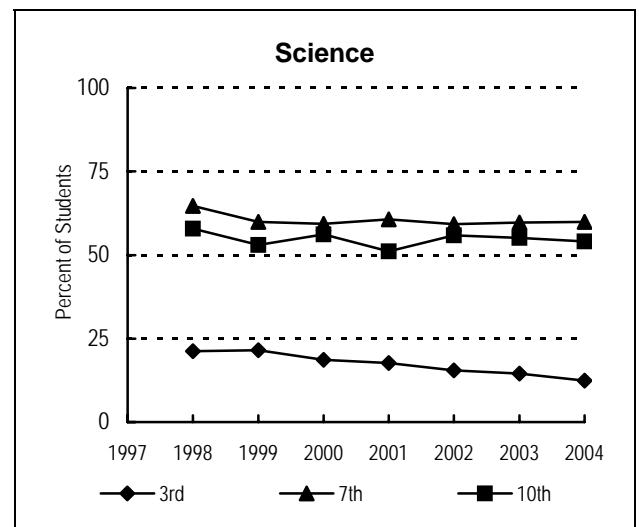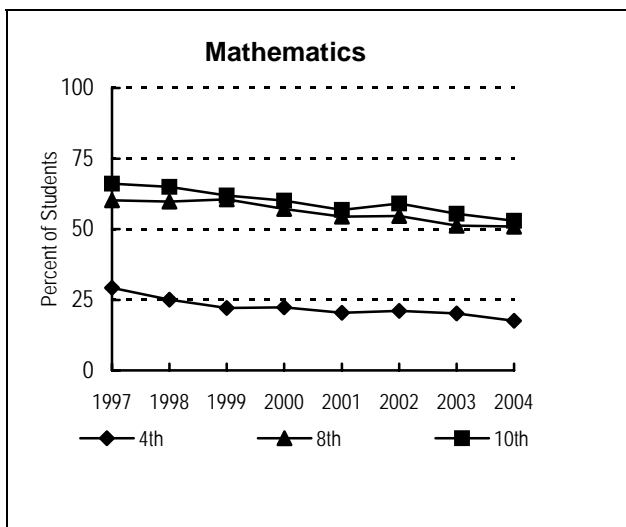
Percent of students scoring at step 1 and progressing on the MAP

	1997	1998	1999	2000	2001	2002	2003	2004
MATHEMATICS								
Grade 4	29.3%	25.1%	22.1%	22.3%	20.4%	21.1%	20.2%	17.6%
Grade 8	60.2%	59.7%	60.5%	57.1%	54.4%	54.6%	51.2%	50.9%
Grade 10	66.1%	65.0%	61.9%	60.0%	56.8%	59.1%	55.4%	52.9%
SCIENCE								
Grade 3		21.2%	21.5%	18.6%	17.7%	15.5%	14.5%	12.4%
Grade 7		64.7%	59.9%	59.3%	60.7%	59.2%	59.7%	59.9%
Grade 10		57.9%	53.0%	56.2%	51.1%	55.9%	55.1%	54.1%
COMMUNICATION ARTS								
Grade 3		33.5%	32.0%	30.1%	28.6%	26.3%	26.4%	25.6%
Grade 7		42.8%	39.0%	37.8%	34.5%	35.5%	36.3%	37.1%
Grade 11		43.2%	38.7%	38.8%	33.8%	34.6%	35.4%	35.5%
SOCIAL STUDIES								
Grade 4			37.6%	32.2%	26.8%	28.8%	29.6%	23.6%
Grade 8			34.7%	31.3%	29.9%	30.1%	32.0%	30.4%
Grade 11			45.7%	44.8%	39.9%	45.2%	46.1%	43.9%

Source: MAP, September 2004

About the measure: Student performance on the MAP is reported on a five-step scale: step 1 (lowest), progressing, nearing proficient, proficient and advanced. The state's goal is for students to score at the proficient level or above in every subject and every grade. Increases in percent of students in the top two levels as well as decreases in the lowest two levels are monitored and considered in the MSIP accreditation process (Standard 9.1.1).

Why is this objective important?

To reach the overall outcome, districts must move students out of the bottom two MAP achievement levels and into the top two levels. Failure to address this objective will have serious repercussions for the economic health of the state as well as the viability of families and communities. Students who leave the public school system without the knowledge and skills needed to continue their educations, earn a living and participate in democratic life will become users of our social capital rather than contributors. If our schools fail to move low-performing students to higher achievement levels, Missouri should expect an increase in poverty, crime, drug abuse and child neglect. Missouri should be prepared for business and industry to look elsewhere for a skilled work force, which would leave many Missourians unable to support their families or sustain their communities.

The state's and local districts' ability to meet federal NCLB requirements are directly affected by student achievement on the MAP. To achieve the goal of all children being proficient (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. DESE has established specific annual targets for AYP in communication arts and math. In 2004, the AYP goal for all schools in communication arts is for 20.4 percent of all students to score as proficient. The AYP goal in math is 10.3 percent of all students to be proficient. These same goals apply to all subgroups of students. In 2005, these targets jump to 38.8 percent for communication arts and 31.1 percent for math. Missouri's "starting points" for determining annual AYP targets are based on 2002 MAP scores and the overall student proficiency rate in the school at the 20th percentile of total public school enrollment.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from most other states take the NAEP. NAEP scores are reported in terms of the percentage of students attaining three achievement levels: basic, proficient and advanced. Scores below the cut score for the basic level fall onto the below basic range.

The trend data across various NAEP assessments show that the percentages of Missouri students scoring in the below basic range are steadily decreasing from one year to the next for all assessments. The data also indicate that the percentage of Missouri students scoring in the below basic range is consistently less than that of the nation.

Percent of students scoring in below basic range on NAEP

	1992[n]		1994[n]		1996[n]		1998		2000		2002		2003	
	MO	National	MO	National	MO	National	MO	National	MO	National	MO	National	MO	National
Mathematics														
Grade 4	38%	43%			34%	38%			29%	36%			21%	24%
Grade 8	38%	44%			36%	39%			36%	38%			29%	33%
Reading														
Grade 4	33%	40%	38%	41%			39%	42%			34%	38%	32%	38%
Grade 8							25%	29%			18%	26%	21%	28%
Writing														
Grade 4											14%	15%		
Grade 8							20%	17%			14%	16%		
Science														
Grade 4									24%	38%				
Grade 8					36%	40%			34%	41%				

Source: National Center for Education Statistics Data Tool, March 2004

Note: Accommodations were not allowed on the assessment in 1992, 1994 and 1996, as indicated by [n]

About the measure: Student performance on the NAEP is reported on a three-step scale: basic (lowest), proficient and advanced. Scores below the cut score for the basic level fall into the below basic range. The nation's goal is for students to score in the proficient level or above in every subject and every grade. Prior to 2002, at least 70 percent of the original sampled schools must have participated for state NAEP results to be recognized; beginning in 2002, an 85-percent participation rate is required.

What factors influence this measure?

- Teacher quality
- Effectiveness of instruction
- School climate
- Expectations for students
- Quality of children's early care and education
- Curriculum alignment
- Building and district leadership
- Student motivation

- Parent and community involvement and support
- Adequacy and equity of financial resources available to school and districts

What works?

Professional Development

- Teachers who have subject-area expertise as well as knowledge and skill in effective instruction and performance assessment
- High-quality professional development for practicing educators
- High-quality teacher and administrator preparation programs

Performance and Accountability

- An accountability system that is supported by continuous evaluation of staff and programs
- Administrators and teachers who are able to use research as well as local student achievement data to make decisions about curriculum and instruction and implement those decisions
- A sustained emphasis on standards-based instruction and performance assessment

Funding

- A basic state-aid program that helps to provide an adequate and equitable education for all students
- Competitive salaries and acceptable working conditions (e.g., class size, mentors for new teachers) necessary to attract and retain high-quality teachers and administrators

Best Practices

- Local curricula aligned to the Show-Me Standards and clearly articulated from grade to grade
- Additional learning time and assistance for students who are not making satisfactory progress
- Safe, orderly school climates that are conducive to teaching and learning
- A district-wide focus on achievement that includes high expectations for all students
- Local board policies, parents and communities that support and reward good or improved student achievement

Key strategies

Professional Development: DESE will…

- Promote and sustain a quality system of professional development for Missouri educators.
- Assist districts in recruiting higher-quality teachers for their lowest-performing schools.

Performance and Accountability: DESE will…

- Adopt and advocate measures to motivate students to perform their best on the MAP.
- Work with other state agencies to provide resources to integrate comprehensive services and school improvement initiatives and assist local educators in developing and implementing a comprehensive, systemic school improvement process that promotes improved student performance.

Funding: DESE will…

- Advocate for an equitable system for distributing local, state and federal funds to school districts.

Best Practices and Technical Assistance: DESE will…

- Assist schools in maximizing instructional time by providing districts with greater flexibility in meeting student needs.

- Share information about best practices and model programs that are based on scientific research and assist local educators, especially those in low-performing districts, in implementing effective practices with all students.

- Provide technical assistance and guidelines for using technology to improve instruction.

- Assist schools as they integrate high academic performance in all subjects with preparation for work and postsecondary education.

- Assist schools in engaging families and communities as active partners in their children's education.

- Assist schools in providing additional time and support for students who are not making satisfactory academic progress.

- Assist districts and community-based programs in offering quality school-age childcare that supports school-day instruction and extends learning into nonschool hours.

- Advocate eliminating the practice of social promotion.

- Advocate excluding retention as the primary strategy for remedial instruction.

- Assist districts in providing safe learning environments for staff and students.

- Aid districts in recognizing and overcoming barriers to providing an equitable and adequate education for all students.

Communication: DESE will…

- Use technology to improve communication with citizens, members of the education community and policy-makers about student achievement, school performance, statewide school improvement initiatives, and issues and trends affecting public education.

- Engage students, parents, employers and business-group leaders, local school boards, state legislators, classroom teachers, school administrators and staff, and higher education officials in efforts to improve student performance.

Key programs

Missouri School Improvement Program

Reading First Grants

Regional Professional Development Centers

Missouri Reading Initiative

Safe Schools Grants

STARR (Select Teachers as Regional Resources)

Practical Parenting Partnerships

Priority Schools Audit Teams

Perkins Accountability

Leadership Academy

Migrant English Language Learners

MoSTEP (Missouri Standards for Teacher Education Programs)

State Action for Education Leadership Project

Technology Grants

MAP Professional Development

Missouri Mathematics Academy

Character Education

Accelerated Schools

Project Construct

SuccessLink and SuccessLink Science

Family Literacy Programs

Title I Programs

Professional Learning Communities Project

21st Century Community Learning Centers

EMINTS (Enhancing Missouri's Instructional Networked Teaching Strategies)

For more information:

http://dese.mo.gov

http://nces.ed.gov/

KEY OBJECTIVE 2

**Decrease the gap in achievement scores in the
four core content areas and at all grade levels
between racial/ethnic-minority students and non-minority students
by 5 percent each year through 2009
while increasing the performance of all students.**

What's the trend?

An examination of the percentage of students scoring at the proficient and advanced levels on the MAP shows that over time the gap in scores between minority and non-minority students is not generally decreasing at a rapid pace (much less the 5 percent per year called for by this objective). However, there are a few slightly encouraging trends (e.g., grade-4 mathematics, grade-3 science).

Gap in achievement scores between racial/ethnic-minority students and non-minority students
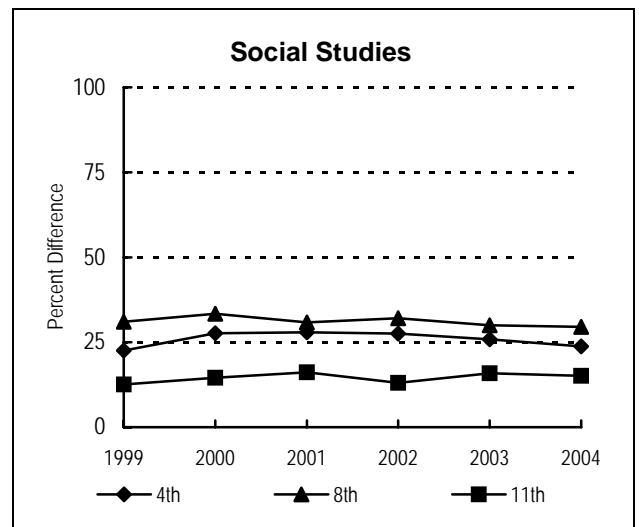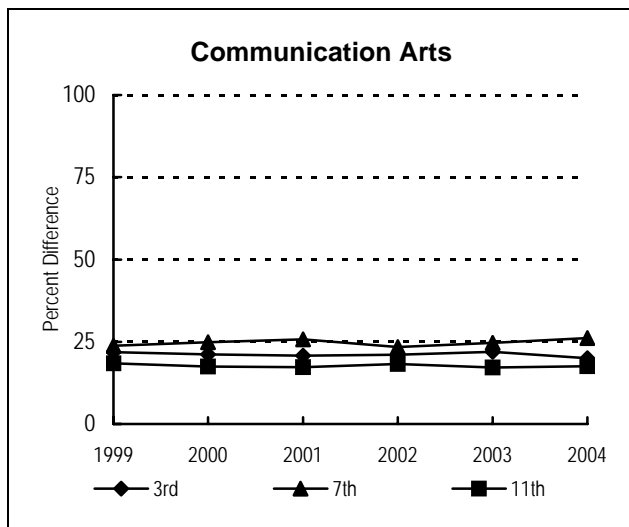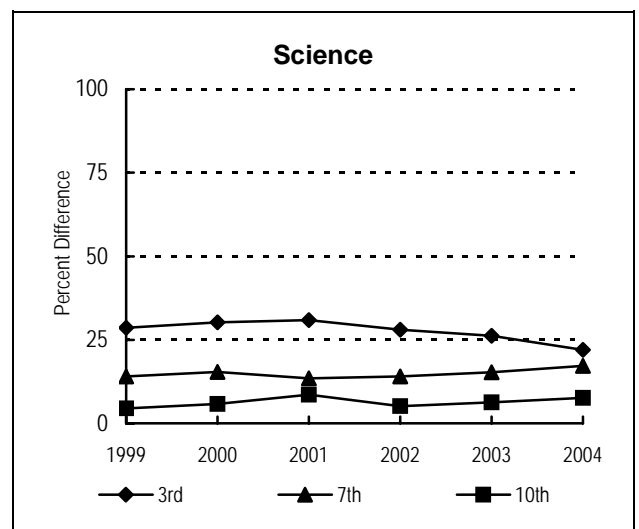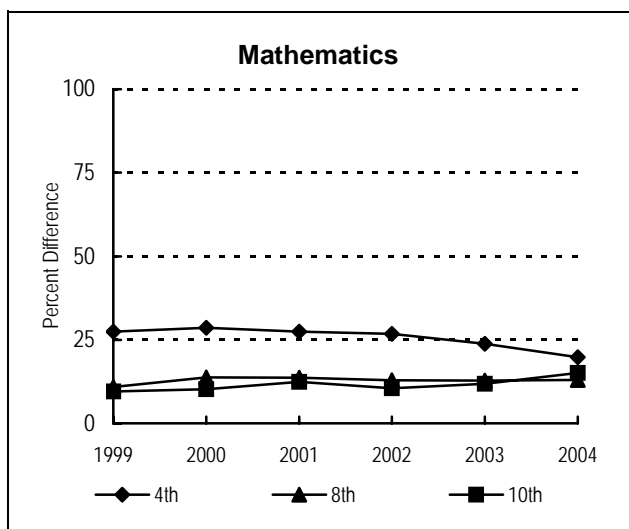
Percent of students scoring proficient or above on MAP

	1999	2000	2001	2002	2003	2004
Mathematics						
Grade 4, Non-Minority Students	40.8%	42.5%	43.6%	43.4%	42.5%	44.7%
Grade 4, Minority Students	13.3%	13.9%	16.1%	16.6%	18.7%	24.9%
Gap	**27.5%**	**28.6%**	**27.5%**	**26.8%**	**23.8%**	**19.8%**
Grade 8, Non-Minority Students	12.3%	16.4%	17.2%	16.1%	16.4%	16.5%
Grade 8, Minority Students	1.4%	2.6%	3.5%	3.2%	3.6%	3.5%
Gap	**10.9%**	**13.8%**	**13.7%**	**12.9%**	**12.8%**	**13.0%**
Grade 10, Non-Minority Students	11.1%	11.9%	14.6%	12.3%	14.4%	17.8%
Grade 10, Minority Students	1.5%	1.7%	2.2%	1.8%	2.5%	2.7%
Gap	**9.6%**	**10.2%**	**12.4%**	**10.5%**	**11.9%**	**15.1%**
Science						
Grade 3, Non-Minority Students	40.6%	51.3%	52.3%	54.0%	53.9%	57.0%
Grade 3, Minority Students	12.0%	21.1%	21.4%	25.9%	27.7%	35.0%
Gap	**28.6%**	**30.2%**	**30.9%**	**28.1%**	**26.2%**	**22.0%**
Grade 7, Non-Minority Students	17.1%	18.1%	16.3%	17.1%	18.3%	20.8%
Grade 7, Minority Students	3.0%	2.7%	2.8%	3.0%	3.0%	3.6%
Gap	**14.1%**	**15.4%**	**13.5%**	**14.1%**	**15.3%**	**17.2%**
Grade 10, Non-Minority Students	5.1%	6.7%	10.1%	6.0%	7.4%	8.6%
Grade 10, Minority Students	0.6%	0.9%	1.5%	.8%	1.1%	0.9%
Gap	**4.5%**	**5.8%**	**8.6%**	**5.2%**	**6.3%**	**7.7%**
Communication arts						
Grade 3, Non-Minority Students	33.3%	36.2%	36.1%	40.0%	38.9%	38.9%
Grade 3, Minority Students	11.4%	15.0%	15.3%	18.9%	16.9%	18.9%
Gap	**21.9%**	**21.2%**	**20.8%**	**21.1%**	**22.0%**	**20.0%**
Grade 7, Non-Minority Students	34.9%	37.0%	39.7%	36.7%	37.6%	37.5%
Grade 7, Minority Students	11.1%	12.1%	13.9%	13.3%	12.9%	11.4%
Gap	**23.8%**	**24.9%**	**25.8%**	**23.4%**	**24.7%**	**26.1%**
Grade 11, Non-Minority Students	25.9%	25.2%	25.0%	26.3%	24.4%	25.3%
Grade 11, Minority Students	7.4%	7.7%	7.7%	8.0%	7.2%	7.7%
Gap	**18.5%**	**17.5%**	**17.3%**	**18.3%**	**17.2%**	**17.6%**
Social studies						
Grade 4, Non-Minority Students	31.0%	43.4%	47.7%	46.1%	48.6%	53.2%
Grade 4, Minority Students	8.4%	15.7%	19.8%	18.5%	22.7%	29.4%

Gap	**22.6%**	**27.7%**	**27.9%**	**27.6%**	**25.9%**	**23.8%**
Grade 8, Non-Minority Students	42.8%	48.3%	47.6%	48.1%	46.8%	46.8%
Grade 8, Minority Students	11.8%	14.9%	16.7%	16.0%	16.8%	17.3%
Gap	**31.0%**	**33.4%**	**30.9%**	**32.1%**	**30.0%**	**29.5%**
Grade 11, Non-Minority Students	15.8%	18.8%	22.6%	17.7%	20.5%	21.1%
Grade 11, Minority Students	3.2%	4.2%	6.4%	4.6%	4.6%	6.0%
Gap	**12.6%**	**14.6%**	**16.2%**	**13.1%**	**15.9%**	**15.1%**

Source: MAP, September 2004

About the measure: Non-minority students are "white, not Hispanic" and minority students are "black" and "Hispanic." The percentages represent students scoring at the proficient and advanced levels on the MAP. Social studies results for 1999 and science and social studies results for 2003 and 2004 are based on voluntary, not required, administrations.

Why is this objective important?

It is not enough to raise the achievement levels of some students — DESE must ensure that all students are learning. An equitable opportunity for all learners to succeed is critical to their future as well as to the future of our state. DESE must play a leadership role in assuring all learners, regardless of their race, ethnicity, economic status, location, gender or special needs, have equitable access to an excellent education and the resources needed to succeed. Missouri schools must provide curriculum and instruction that promote high expectations, academic standards and "real-world" activities across all subject areas for *all* students.

Under the federal NCLB Act requirements, each school and district, including charter schools, will be assessed to determine if it has achieved AYP in communication arts and math. In addition, each subgroups will be monitored for AYP unless there are 30 or fewer students in the subgroup. The subgroups are Asian, black, Hispanic, Indian, Pacific islander, white, other/non-response, free/reduced lunch, IEP (special education) and LEP (limited English proficiency). (Beginning in 2004, IEP and LEP students will be monitored for AYP only if there are 50 or more students in the subgroup.)

Schools must make sure that at least 95 percent of the students in every subgroup are included in the MAP testing. If the 95-percent threshold is not met, that group cannot meet AYP regardless of the subgroup's overall scores. Missouri uses the term "level not determined" (LND) to describe students who did not take the appropriate MAP tests or who did not make a valid attempt to complete a test. Thus, if any subgroup's LND number exceeds 5 percent, that group will not meet AYP. AYP data are not shown but are available from DESE.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from other states must take the NAEP reading and mathematics tests, and samples of students from most states take other NAEP assessments. The trend data indicate that in most NAEP assessments, the percentages of Missouri students scoring in the proficient and advanced achievement levels are consistently increasing for both minority and non-minority students. The gaps between the two groups for most assessments tend to remain constant or increase slightly over time when comparing the percent of students scoring in the proficient and above levels. Overall, the gaps between minority and non-minority students for most assessments tend to be less in Missouri than in the nation. When comparing the two groups using average scale scores, the trend data indicate a decrease in the gap between the two groups for most assessments. The gaps are also diminishing at a more rapid pace if districts focus on the percentages of students in the below basic achievement range. (These data are not shown but are available from DESE.)

Percent of students scoring proficient or above on NAEP

	1992n		1994n		1996n		1998		2000		2002		2003	
	MO	National	MO	National	MO	National	MO	National	MO	National	MO	National	MO	National
Mathematics														
Grade 4, Non-minority students	22%	22%			23%	26%			27%	30%			35%	42%
Grade 4, Minority students	1%	3%			2%	4%			4%	5%			10%	12%
Gap	**21%**	**19%**			**21%**	**22%**			**23%**	**25%**			**25%**	**30%**
Grade 8, Non-minority students	22%	25%			24%	29%			25%	33%			32%	36%
Grade 8, Minority students	3%	4%			4%	5%			3%	6%			6%	9%
Gap	**19%**	**21%**			**20%**	**24%**			**22%**	**27%**			**26%**	**27%**
Reading														
Grade 4, Non-minority students	34%	33%	34%	35%			32%	36%			37%	39%	39%	39%
Grade 4, Minority students	8%	9%	11%	9%			8%	11%			10%	13%	16%	13%
Gap	**26%**	**24%**	**23%**	**26%**			**24%**	**25%**			**27%**	**26%**	**23%**	**26%**
Grade 8, Non-minority students							31%	37%			37%	39%	39%	39%
Grade 8, Minority students							9%	12%			13%	13%	10%	13%
Gap							**22%**	**25%**			**24%**	**26%**	**29%**	**26%**
Writing														
Grade 4, Non-minority students								27%			24%	32%		
Grade 4, Minority students								8%			11%	15%		
Gap								**19%**			**13%**	**17%**		
Grade 8, Non-minority students							20%	31%			29%	37%		
Grade 8, Minority students							4%	8%			13%	14%		
Gap							**16%**	**23%**			**16%**	**23%**		
Science														
Grade 4, Non-minority students						35%			42%	37%				
Grade 4, Minority students						7%			12%	8%				
Gap						**28%**			**30%**	**29%**				
Grade 8, Non-minority students					34%	36%			42%	40%				

Grade 8, Minority students					5%	7%			10%	9%			
Gap					**29%**	**29%**			**32%**	**31%**			

Source: National Center for Education Statistics Data Tool, March 2004

Note: Accommodations were not allowed on the assessment

> **About the measure:** Non-minority students are "white" and minority students are "black" and "Hispanic." The percentages represent students scoring at the proficient and advanced levels on the NAEP. State NAEP assessments are available for reading and writing rather than for communication arts (assessed by the MAP) and are not available for social studies.

What factors influence this measure?

- Teacher quality, including teachers' ability to address individual learning styles and provide culturally responsive instruction

- Expectations for minority students

- School climate

- Adequacy and equity of financial resources available to high-minority and/or high-poverty schools

- Family literacy

- Parent and community involvement and support

- Quality of children's early care and education

- Leadership provided by local boards of education, district administrators and building principals

What works?

Professional Development

- Highly qualified, experienced, effective teachers who have subject-area expertise, address individual learning styles and provide culturally responsive instruction

- High-quality professional development that helps practicing teachers move beyond cultural issues and improve instruction for minority students

- Teacher-preparation programs that equip future teachers with skills and practical experiences in teaching diverse student groups

Performance and Accountability

- High expectations for all students

- Challenging curriculum aligned with the Show-Me Standards

- Assessment and accountability systems that provide accurate information about student learning and that indicate areas for improvement

Best Practices

- Data-driven decision making

- Additional learning time and assistance for students who are not making satisfactory progress

Funding

- Adequate and equitable funding for high-minority, high-poverty schools

Key strategies

Professional Development: DESE will…

- Expand professional development programs that help teachers move beyond cultural differences, change practices and improve instruction for racial/ethnic-minority students.

- Assist districts in recruiting higher-quality teachers for their lowest-performing schools Focus resources toward school districts within targeted regions of the state with high concentrations of racial/ethnic-minority or low-income students to assist them in initiating efforts to improve achievement.

- Encourage teacher-preparation programs to provide their students with practicum experiences in a variety of school, community and cultural settings.

Performance and Accountability: DESE will…

- Hold school districts accountable for the achievement of racial/ethnic minority students through the MSIP.

Funding: DESE will…

- Focus resources toward school districts within targeted regions of the state with high concentrations of racial/ethnic-minority or low-income students to assist them in initiating efforts to improve achievement.

- Target resources to expand the available pool of minority teachers.

- Develop incentives to increase the pool of teachers in high-demand fields (e.g., math, science, special education, technology education) and in urban, rural and high-poverty areas.

Best Practices and Technical Assistance: DESE will…

- Identify model programs and practices in high-performing schools with significant numbers of minority students.

Communication: DESE will…

- Improve communication with citizens, members of the education community and policy makers about the gap between achievement of racial/ethnic-minority students and non-minority students.

- Provide student achievement data in user-friendly formats to schools as well as assistance in making data-based decisions to improve student performance.

Key programs

Kansas City School District-Higher Education Partnership

Missouri Minority Teaching Scholarship

Missouri Teacher Education Scholarship

Missouri School Improvement Program

Priority Schools Management Teams

Transition to Teaching Project

MO TACTICS (Missouri — Training All Content Teachers for Interactive Classroom Success)

Title I, IIA and D, III, IV and V Programs

Federal Loan Forgiveness Programs

For more information:

http://dese.mo.gov/divteachqual/

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http://dese.mo.gov/divimprove/

http://www.edtrust.org

KEY OBJECTIVE 3

**By 2009, increase from 73 to 90 percent the number of students
who score satisfactory or above on the third-grade
reading component of the MAP.**

What's the trend?

In 2004, almost 33 percent of Missouri third-grade students scored at the highest and most desired achievement level, proficient, on the MAP reading component. (See "About the measure" below for information about the MAP reading scale.) Since the first required administration of the MAP reading component, the percentage of proficient readers has increased by 4.5 points (from 28.2 percent). However, previous years' data show even higher percentages of students scoring at proficient (see, for example, results for 2002 and 2003).

When the analysis is expanded by examining the proportion of third-grade students in the top two MAP reading achievement levels, proficient and satisfactory, the data show that 74.5 percent scored in one of these two categories in 2004, which represents an increase of almost 7 percentage points from the first required administration (67.9 percent). These data suggest that nearly three-fourths of Missouri's third-grade students are reading at or above a level that would be expected given their grade placement. Thus, while there is still work to do to attain this objective, the trend is moving in the right direction.

Missouri seventh-graders have also demonstrated improvements in reading proficiency. The percentage of students scoring satisfactory or above on the MAP reading component of the seventh-grade communication arts assessment has increased by 4.5 points from the first required administration (57.5 percent) to the current year (62 percent).

Percent of third-graders scoring satisfactory or above on the reading component of the MAP communication arts assessment

Map reading scores	1997	1998	1999	2000	2001	2002	2003	2004
Grade 3								
Percent "satisfactory" and above		65.0%	67.9%	67.6%	71.7%	76.8%	73.4%	74.5%
Percent "proficient"		28.4%	28.2%	33.5%	28.7%	39.2%	34.4%	32.7%
Grade 7								
Percent "satisfactory" and above		59.1%	57.5%	59.0%	64.4%	65.8%	62.6%	62.0%
Percent "proficient"		31.2%	29.5%	33.9%	32.6%	34.5%	33.7%	33.8%

Source: MAP, September 2004

About the measure: Using data derived from the MAP third- and seventh-grade communication arts assessments, DESE reports a reading score that reflects a student's ability to apply, analyze, synthesize and evaluate the information that he or she has read. Reading achievement among third- and seventh-graders, as measured by this score, is one of the performance standards in the MSIP (Standard 9.2).

Performance on the MAP reading component is reported using three achievement categories: proficient, satisfactory and unsatisfactory. Students scoring at the proficient level are able to go beyond the typical grade-level expectations to demonstrate mastery of basic reading skills and to apply what they comprehend in complex and sophisticated ways. Students scoring at the satisfactory level are performing in the range typically associated with grade-level expectations, using basic reading skills to comprehend grade-appropriate text. Proficient is the desired achievement level for all students, and students who score at that level demonstrate the knowledge and skills called for by the Show-Me Standards.

Why is this objective important?

Reading is an essential skill for success in school and in life. Students who do not learn to read in the primary grades will struggle throughout their school careers. These excerpts from a 1998 report by the National Research Council emphasize the importance of improving reading achievement:

> …we are most concerned with the large numbers of children in America whose educational careers are imperiled because they do not read well enough to ensure understanding and to meet the demands of an increasingly competitive economy. Current difficulties in reading largely originate from rising demands for literacy, not from declining absolute levels of literacy.

> To be employable in the modern economy, high school graduates need to be more than merely literate. They must be able to read challenging material, to perform sophisticated calculations, and to solve problems independently (Murnane and Levy, 1993). The demands are far greater than those placed on the vast majority of schooled literate individuals a quarter-century ago … .

> Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of grade 3 (for reviews, see Slavin et al., 1994). A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school. Only a generation ago, this did not matter so much, because the long-term economic effects of not becoming a good reader and not graduating from high school were less severe.

> — Preventing Reading Difficulties in Young Children, 1998

The state's and local districts' ability to meet federal NCLB requirements are directly affected by student achievement on the MAP. To achieve the goal of all children being proficient (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. DESE has established specific annual targets for AYP in communication arts and math. In 2004, the AYP goal for all schools in communication arts is 20.4 percent of all students to score at the proficient level. (This same goal applies to all subgroups of students.) In 2005, this target jumps to 38.8 percent.

How does Missouri compare to other states and the nation on this measure?

NAEP Results

NAEP reading assessments are available at grades 4 and 8 only for states. Trend data indicate that the average scale scores for Missouri's fourth-and-eighth-grade students are consistently above students in the nation as a whole on the NAEP reading assessment and generally above that of the nation in relation to the percentage of students scoring in the proficient and advanced achievement levels. As previously noted, when cohort data for the NAEP and MAP reading assessments are compared, very similar proficiency rates for both elementary and middle school students are found.

Percent of students scoring proficient or above on NAEP reading assessment

	1992[n]		1994[n]		1998		2002		2003	
	MO	National	MO	National	MO	National	MO	National	MO	National
Reading										
Grade 4	30%	27%	31%	28%	28%	28%	32%	30%	34%	30%
Grade 8					28%	30%	33%	31%	34%	30%

Source: National Center for Education Statistics Data Tool, March 2004

Note: Accommodations were not allowed on the assessment in 1992 and 1994, as indicated by [n]

> **About the measure:** The data derived from the NAEP state reading assessment report how well students perform in reading various tests and responding to those texts in multiple-choice and constructed-response formats.

Performance on the NAEP reading assessment is reported using three achievement categories: basic, proficient and advanced. Scores below the cut score for the basic level fall into the below basic range. The nation's goal is for students to score at the proficient level or above.

TerraNova Results

Missouri's third-grade students score significantly higher (e.g., 2004 median percentile is 63) than their national peers on the reading subtest of the nationally normed component (the TerraNova) of the MAP communication arts assessment. The state's seventh-grade students also score significantly higher (e.g., 2004 median percentile is 62) than their national peers on the TerraNova.

What factors influence this measure?

- Educators' access to professional development in instruction using scientifically based reading research

- Educators' ability to implement reading instruction based on scientific research, including use of informal, ongoing assessment to monitor student reading progress

- Family literacy

- Students' motivation to read

- Quality of children's early care and education

What works?

Professional Development

- High-quality, ongoing professional development within the classroom and school for teachers and administrators

- Pre-service education for elementary and middle school teachers that includes instruction on scientifically based reading research and opportunities to put theory into practice

- Instruction using scientifically based reading research that reflects the five essential components identified by the National Reading Panel and a comprehensive approach to developing literacy

Best Practices and Technical Assistance

- Early identification of students with reading problems and use of appropriate intervention methods

- Involving parents in support of their children's reading

- Early childhood experiences that promote literacy

- School reading initiatives linked to adult-literacy programs

- Strong school-wide focus on improving reading, sustained over time

Key strategies

Professional Development: DESE will…

- Continue to monitor competencies that elementary education majors are expected to master to ensure they include the knowledge and skills needed to teach all students to read well.

- Enhance professional development for teachers and administrators on effective, scientifically based reading programs.

Funding: DESE will…

- Provide targeted resources/programs to improve reading scores.

Best Practices and Technical Assistance: DESE will…

- Provide technical assistance to educators in buildings and/or districts that are not making adequate progress in reading.

Key programs

Reading First Grants

Title I Programs

Missouri Reading Initiative

Reading Recovery and Early Literacy Intervention Program (Southeast Missouri State University)

Regional Professional Development Centers — Reading Consultants, Special-Education Consultants

MoSTEP (Missouri Standards for Teacher-Education Programs)

Educator Certification

Adult Education and Literacy, Family Literacy Programs, Even Start

Technical assistance supporting effective instruction in communication arts (specifically, curriculum development, student assessment and data analysis) provided to teachers and administrators by DESE staff

Migrant English Language Learners

For more information:

http://dese.mo.gov/divimprove/

http://sps.k12.mo.us/reading/

http://www.learningfirst.org/

http://reading.uoregon.edu/curricula/con_guide.php

KEY OBJECTIVE 4

**Increase to 98 percent by 2009 the number
of Missouri public-school classes taught by teachers
with appropriate grade and subject certification.**

What's the trend?

The percentage of public school classes taught by teachers with appropriate certification has not changed over the past few years; slightly more than 95.5 percent of classes are still being taught by "qualified" individuals, according to MSIP guidelines. However, in districts with low-poverty rates, appropriately certificated professionals teach 97 percent of classes, contrasted to 90 percent in districts with high-poverty rates. For students to attain proficiency on MAP assessments, all classes, especially those in high-poverty schools, must be staffed by appropriately certified teachers.

Percent of classes taught by teachers with appropriate certification
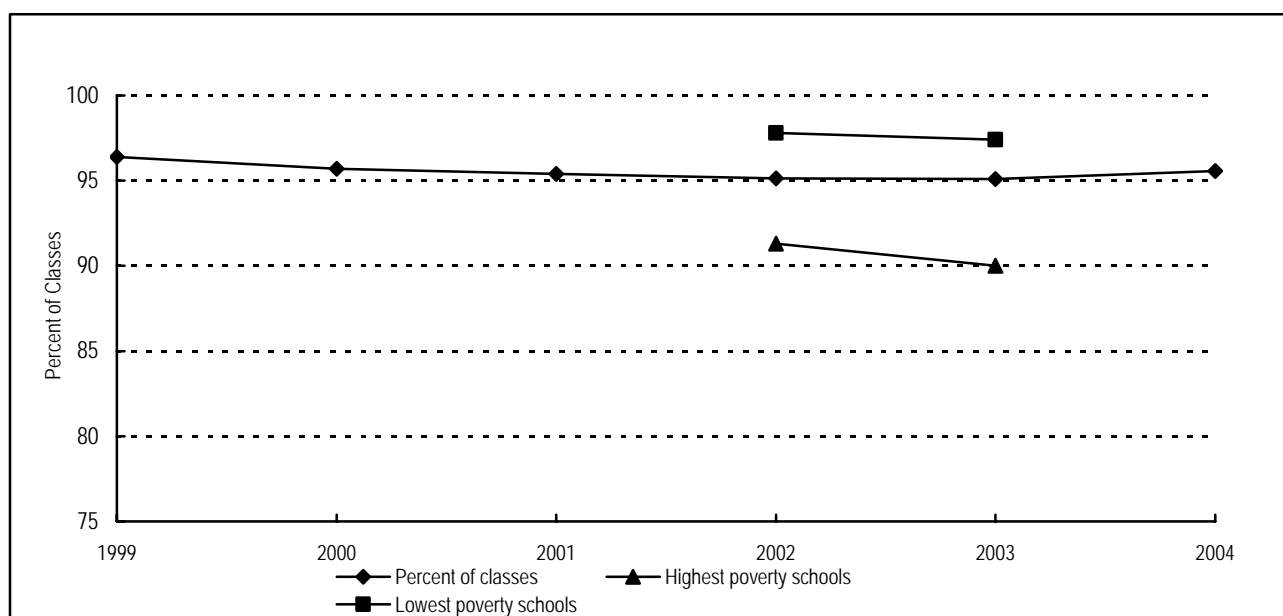
Percent of public school classes taught by teachers with appropriate certification

	1999	2000	2001	2002	2003	2004
Percent of classes	96.4%	95.7%	95.4%	95.14%	95.1%	95.56%
Percent of classes in high-poverty* schools				91.3%	90.0%	
Percent of classes in low-poverty* schools				97.8%	97.4%	

Source: DESE School Core Data and Teacher Certification records, August 2003

*Highest-poverty schools (top quartile) are those in which at least 60 percent of the students are eligible for free- or reduced-price lunch. Lowest-poverty schools (bottom quartile) are those in which less than 27 percent of students are eligible for free- or reduced-price lunch.

About the measure: This measure was developed by DESE to monitor one aspect of teacher quality in Missouri — do Missouri teachers have the appropriate certificate(s) to teach their assigned courses? The Core Data system is used to identify classroom teachers and their assignments, and then that information is compared with teachers' certification records. The various courses and the required teaching certificates are defined by the MSIP and listed in the Core Data manual (Exhibit 10). Qualified teachers are those who have appropriate grade-level and subject-area certificates, which may be lifetime, renewable, provisional,

vocational, etc. Unqualified teachers are those who have incorrect certificates, expired certificates or no certificates.

Why is this objective important?

Teachers are a critical factor in our efforts to improve student achievement. Research has confirmed the commonly held beliefs that the success of our schools and students is linked to the knowledge and instructional skills of teachers and the leadership of principals. Missouri faces teacher shortages in subject areas such as math, science, special education and technology education as well as administrator shortages. Recruitment and retention of qualified educators is a particular problem in urban, rural and high-poverty areas of the state.

DESE must help ensure that Missouri's public education system has sufficient and well-qualified school personnel who can deliver on the promise of high academic standards and expectations for all students. The state, local school districts and the communities they serve, colleges of education and professional education organizations must address the challenges of recruiting highly qualified prospects to the education profession, preparing them effectively, providing them with support early in their careers, ensuring they have opportunities for professional development, offering them good working conditions, and paying them competitive salaries.

The NCLB Act contains a provision that requires all core area teachers to be "highly qualified" within four years. The federal law defines "core area teachers" as those in English, reading or language arts, math, science, foreign language, civics, government, economics, arts, history and geography. On a statewide basis, it appears that Missouri is well positioned to continue working toward the goal of 100-percent highly qualified teachers. Districts that have less than 95 percent of classes taught by appropriately certificated staff will be required to put the highest priority for use of their Title II, Part A, funds toward supporting teachers in obtaining appropriate certification.

How does Missouri compare to other states and the nation on this measure?

There are no comparable national data for this measure. Additional information on related national measures is being collected and will be reported when available.

What factors influence this measure?

- Student enrollment
- State and federal laws
- MSIP standards for pupil-teacher ratios
- Public recognition of the importance of teaching
- Salaries for teachers and administrators
- School climate and working conditions
- State, local and federal funding for schools
- State certification requirements
- MSIP program of study and appropriate staff certification
- Teacher recruitment practices
- Quality, capacity and number of teacher-preparation programs
- School district support for new teachers and administrators
- Instructional leadership at the building and district levels
- Opportunities for professional development
- Understanding of the state's diverse educational environments

What works?

Professional Development

- Teacher-preparation programs that 1) prepare future teachers for the challenges of today's classrooms (effective instruction, performance assessment, culturally diverse student populations, various learning styles); 2) integrate practicum experience throughout the program; and 3) respond to subject-area and location shortages

- Mentoring programs for new teachers and administrators

- Career Education New Teacher Institute

- Ongoing, job-embedded professional development

Funding

- Competitive teacher salaries

- Financial incentives for choosing teaching as a career, such as scholarships and college loan forgiveness programs

- Longevity incentives that encourage teachers to stay in the profession

- Good working conditions, including reasonable class sizes

Teacher Certification

- A streamlined certification process that preserves high standards

- Alternative pathways to certification

- Networks that link schools that need teachers with teachers looking for jobs

Key strategies

Teacher Certification and Recruitment: DESE will…

- Collaborate with local education agencies, teacher-preparation institutions, and statewide teacher and administrator associations to identify and implement effective recruitment initiatives, including efforts to attract top high school students to the field of education.

- Collaborate with teacher-preparation institutions to develop new pathways for well-qualified, nontraditional candidates to enter the profession.

- Collaborate with local education agencies and teacher-preparation institutions to identify and implement effective teacher and administrator retention initiatives (e.g., mentoring programs, establishing realistic teaching and extra-curricular assignments).

- Assist districts in attracting high-quality teachers to low-performing schools.

- Advocate for sustaining equitable and adequate basic state aid to help districts improve educator salaries, maintain low pupil-teacher ratios, and continue targeted professional-development programs.

- Assist schools in tutoring efforts by providing districts with greater flexibility in meeting student needs and educators with additional income.

- Advocate for incentives to increase the pool of teachers in high-demand fields (e.g., special education, math and science, technology education).

Communication: DESE will…

- Create and disseminate an annual report on teacher recruitment and retention.

Key programs

Tuition Reimbursement (Special Education, Special Education Paraprofessional, Counselor)

Scholarship Programs (Missouri Teacher Education, Missouri Minority Teaching)

Career Ladder

Federal Loan Forgiveness Programs

JOBS Web site

Recruitment and Retention Awards

Temporary Authorization Certificate

Alternative Teacher Preparation Program

National Board for Professional Teaching Standards Certification

Troops-to-Teachers Program

Transition to Teaching Project

Title II, Part A; Title II, Part D

Regional Professional Development Centers

MoSTEP (Missouri Standards for Teacher-Education Programs)

For more information:

http://dese.mo.gov/divteachqual/

http://www.rnt.org/

http://www.nctaf.org

http://www.nbpts.org

**Increased percentage
of children entering school ready to succeed**

What's the trend?

More than three-fourths of Missouri kindergartners enter school with average or above-average school readiness skills, according to results of the Missouri School Entry Assessment.

Percent of children entering kindergarten rated as having average or above-average preparation

2000	2001	2002	2003	2004	2005*	2006	2007*
76%	79%		75%		77%		78%

Source: Missouri School Entry Assessment, 1999-2003

*Figures for 2005 and 2007 are projected.

> **About the measure:** The Missouri School Entry Assessment was conducted for the first time during the 1998-1999 school year by DESE in cooperation with the departments of Health, Mental Health and Social Services. The assessment was not conducted during the 2001-2002 school year but was conducted again during the 2002-2003 school year and will be conducted in alternating years in the future. The assessment involves approximately 3,500 kindergartners drawn from a stratified, random sample of Missouri districts and schools. Teachers rate children on 65 items in general areas such as language development, mathematical understanding and how they work with others. On the 66th and last item, based on their observations, teachers also rate each child in terms of his or her preparation for kindergarten. Children rated as average or above average are considered prepared for kindergarten. A complementary parent survey provides information about major pre-kindergarten experiences.
>
> **Note:** Ready or Not Here We Grow, a recent study of critical elements for school readiness provided by the School Readiness Indicators Project, provides information from additional school readiness indicators including the use of data from other state agencies that look at community conditions, family environment and support services. The School Indicators Project is a joint project of DESE, the Departments of Social Services, Health and Senior Services and Mental Health, and the University of Missouri-Columbia Center for Family Policy and Research.

Why is this outcome important?

Research clearly shows how the first few years of life can be put to good use to increase the percentage of children who will be prepared to succeed when they enter school. The April 1994 report of the Carnegie Task Force, *Starting Points: Meeting the Needs of Our Youngest Children*, found these years are significant ones for child development in the areas of health education, language development and positive human relationships, all of which help children enter school prepared to succeed. While the Carnegie Report focuses on the first three years of life, a much-neglected period, neuroscience findings indicate that the first five years are critical in the development of a person's character and behavior (National Research Council and Institute of Medicine). The window of opportunity from birth to 5 must not be ignored if all children are to enter school ready to learn.

Research sponsored by DESE shows that quality care and parent-education programs improve children's readiness for school and later success. Failure to address the need for quality early care and parent education will mean that some Missouri children start school with undiagnosed developmental delays or health problems that could jeopardize their chances for success. Without a strong start in school, students will not acquire essential knowledge and skills and will be less likely to complete high school and continue their education. Without quality early care and parent education, costs for special education and remedial education services could increase, and opportunities to reduce child abuse and neglect through parent education and support will be lost.

The return on the investment in early childhood programs is linked to quality — simply increasing participation without ensuring program quality will not produce positive results. Estimates of the return on investment of high-

quality programs for low-income children range from $4 to $7 for every $1 spent (Schwenhart, Barnes and Weikart, 1993; Campbell, Ramey, Pungello, Sparling and Miller-Johnson, 2002; Reynolds, Temple, Robertson and Mann, 2001). Although families are the main providers of the environment of infants and toddlers, it is clear that in families where both parents work full-time, the children can spend as many waking hours in child care as they do with their parents.

Time outside the parental influence provides a window of opportunity for caregivers to work on extending language, guiding children's social interactions, and encouraging and supporting exploration and problem solving, all of which will prepare children to better master the complex demands of formal schooling.

The "Cost, Quality and Child Outcomes" study released in June 1999 by the National Center for Early Development and Learning underscores the importance of high-quality child care in providing the developmental foundation for every child to enter school ready to learn. The study looks at the cost and quality of early child care and early learning and how these important factors relate to children's development and school readiness. The study shows that young children receiving poor-quality child care were less prepared for school and tended to have less success in the early phases of school than students who received high-quality care in their preschool years. Without quality early care and parent education, costs for special education and remedial education services increase.

Major research findings from the "Cost, Quality and Child Outcomes" study include:

- Children who attended high-quality child care centers scored higher on measures of both cognitive and social skills while in child care and through the transition into school.

- High-quality child care continues to positively predict children's performance well into their school careers in cognitive skills such as language and math and social skills.

- Children who have traditionally been at risk for not doing well in school are affected more by the quality of child care experiences than other children. For some outcomes, such as math and problem behaviors, children whose mothers had lower levels of education were more sensitive to the negative effects of poor-quality child care or received more benefits from high-quality child care. The influences of the quality of the child care setting for these children were sustained into second grade.

- Children's cognitive development was related to the quality of practices in the classroom while the nature of the preschool teacher-child relationship influenced social development through the early school years.

- The quality of child care experience before children entered school continued to affect their development at least through kindergarten and, in many cases, through the end of second grade. The quality of materials, activities and daily experiences are related to children's success as they move into school.

How does Missouri compare to other states and the nation on this measure?

Comparative measures are not available at this time. A few other states (e.g., Maryland, North Carolina) are conducting school-readiness assessments similar to Missouri's. Also, the National Center for Education Statistics at the U.S. Department of Education is conducting the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999, to provide long-needed information about the school readiness of a nationally representative sample of children. The study, which initially assessed the kindergartners' performance in reading and mathematics and collected information about their home reading experiences, will follow the children's progress through fifth grade.

Addressing the needs of young children and their families must be a collaborative effort among programs within DESE and among DESE and other entities, both public and private, that provide services. DESE must continue to support initiatives that will create the cohesive, high-quality system envisioned by the state's Commission on Early Childhood Care and Education.

Other School Entry Assessment findings indicate the following:

- When Parents as Teachers (PAT) is combined with any other pre-kindergarten experience for high-poverty children, the children score above average on all scales when they enter kindergarten.

- The highest-performing children participate in PAT and preschool or center care. Among children who participate in PAT and attend preschool, both minority and non-minority children score above average. Children in both high-poverty and low-poverty schools who participate in PAT and attend preschool score above average when they enter kindergarten.

- Teachers rate special needs children who participate in PAT and preschool in addition to an early childhood special education program as being similar in preparation to other children.

Efforts to increase the percentage of students who enter school ready to succeed include making PAT services available to more families, especially those who meet high-need criteria; expanding educational preschool services through the Missouri Preschool Project and other programs created by House Bill 1519 (1998); expanding preschools funded through other sources such as Title I; coordinating and cooperating with other agencies and programs of early childhood education and care to establish a system of excellence for young children in Missouri; and addressing quality issues such as program accreditation, use of research-based curriculums, teacher and teacher assistant qualifications and professional development, and child-adult ratios.

Based on 2000 census information and services provided in FY2003, it is projected that PAT services to 100 percent of the eligible population would cost approximately $98.4 million. The Early Childhood Care and Education Interagency Team has developed an interagency work plan, including goals, desired outcomes, objectives and strategies, to guide implementation of key initiatives.

For more information:

http://www.dese.mo.gov/divimprove/fedprog/earlychild/

http://www.dese.mo.gov/divspeced/EffectivePractices/ECSEpage.html

http://dese.mo.gov/divcareered/facs_index.htm

KEY OBJECTIVE 1

**By 2008, increase from 48 to 60 percent
the number of families with pre-kindergarten children
who participate in parent education
and related support services.**

What's the trend?

The percent of eligible families served by PAT grew from 30 percent in 1990 to 49 percent in 2003. The percent of families served in 2004 decreased in direct relationship to a 10% reduction in funding. The goal at DESE is to serve 60 percent of eligible families by 2005; state education officials believe that a long-term goal of serving 70 percent of eligible families is reasonable despite the voluntary nature of the program. In recent years, the state has redirected some PAT resources to increase services for the neediest families in addition to increasing the overall number of families served.

Percent of eligible families served by Parents as Teachers
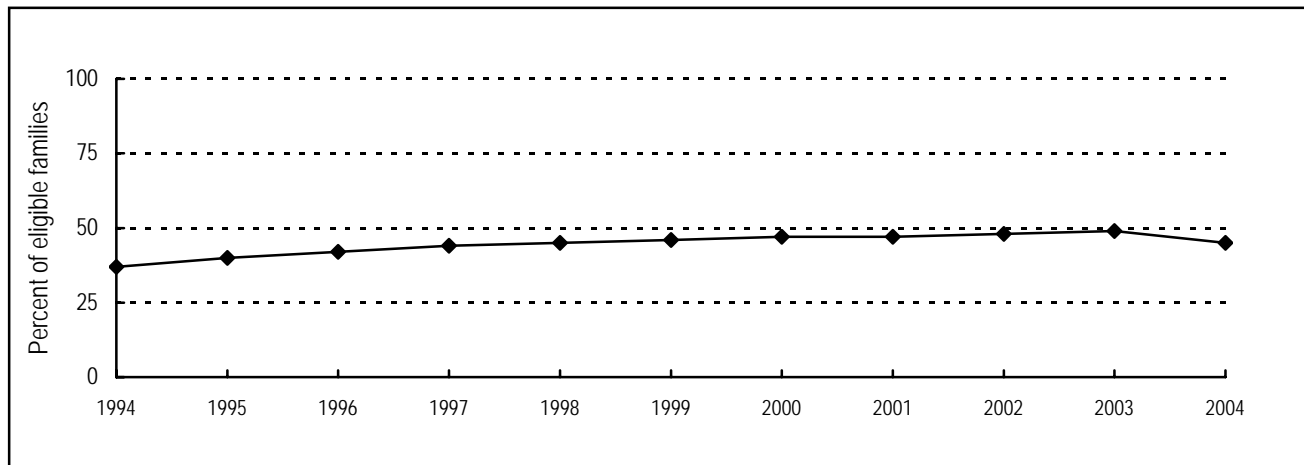
Percent of eligible families served by Parents as Teachers

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Percent of eligible families with pre-kindergarten children served by PAT (0-5 program)	37%	40%	42%	44%	45%	46%	47%	47%	48%	49%	45%
Percent of PAT families who are "high need" (0-3 program)	40%	42%	48%	38%	41%	41%	44%	44%	41%	44%	46%
Number of districts with PAT participation rates below 30% (0-3 program)		213 (41%)	187 (36%)	173 (33%)	149 (28%)	122 (23%)	110 (21%)	101 (19%)	132 (25%)	131 (25%)	125 (24%)

Source: Early Childhood Education Section, 2003

About the measure: The PAT participation rate is calculated by dividing the number of families served by PAT statewide by the number of families with children ages birth to 5. The numbers of eligible families for the state and for each school district are derived from census data multiplied by a change factor, which is supplied

by the state demographer. The numbers of families served statewide and for each district are taken from end-of-the-year reports submitted by each district. "High-need" families have one or more of the high-need characteristics (see "What works?" below).

Why is this objective important?

PAT is Missouri's model home-school-community partnership, which supports parents in their role as their child's first and most influential teachers. Several independent evaluations of PAT, conducted between 1985 and 1995, have shown the program to be effective: 1) PAT children were significantly more advanced in language development, problem solving and social development at age 3 than comparison children; 2) 99.5 percent of participating families were free of child abuse or neglect; 3) based on standardized test results, children whose families participated in PAT maintained their early gains in elementary school; 4) PAT parents continue to take an active role in their child's education; and 5) school districts have reduced costs because fewer students required special education services and remedial education and fewer students were retained.

The state's Early Childhood Development Act of 1984 requires all school districts to make parent education and screening services available to families with children ages birth to 5. Parents in every Missouri school district can choose to take advantage of PAT services, which include personal visits from certified parent educators, group meetings, developmental screenings and connections with other community resources.

How does Missouri compare to other states and the nation on this measure?

Missouri is the only state that provides for and funds universal access to PAT; therefore, comparative data are not available.

What factors influence this measure?

- Awareness and understanding among parents and school personnel of the research showing the positive effect of this program — especially when it is combined with quality preschool experience — on young children.

- Well-trained staff who receive ongoing professional development.

- PAT participation is voluntary.

- Families' capacity to provide resources and to support the appropriate development of their young children.

- The ability of district PAT staff to reach high-need families to inform them about the benefits of PAT participation and to refer them to community agencies that can provide needed support.

- Whether or not the district considers PAT and the PAT staff an integral part of the district and its programs.

- Limited funding.

What works?

Best Practices

- Expanding services to high-need families.

  For the past four years, school districts have been able to provide as many as 25 personal visits for high-need families. (High-need families include teen parents; unemployed parents; parents with disabilities; foster parents; parents involved with the state's corrections, mental health, health or social service systems; non-English speaking parents; and parents with chemical dependencies.) In 2002-2003, 44 percent of the families participating in the PAT birth-to-3 program) met one or more of the high-need characteristics.

- Expanding services to families with 3- and 4-year-olds and 5-year-olds who are not eligible for kindergarten.

  In 2002-2003, 164,369 Missouri families received parent-education services through PAT. State education officials support expanding parent-education services for families with 3- and 4-year-olds so that they receive the same level of services as participants in the PAT birth-to-3 program. Continuing the same level of services

for families with 3- and 4-year-olds would strengthen the transition to kindergarten and help increase school-readiness skills among Missouri children.

- Expanding developmental screening services.

  In 2002-2003, 141,212 children ages 1 through 5 participated in developmental, language, hearing and vision screenings that help to detect and address problems that might affect a child's future success in school. State education officials believe developmental screening services should be expanded for all preschoolers. However, due to a decrease in funds for PAT, it was not possible to fund additional screenings in 2003-2004.

- Expanding outreach and publicity efforts.

  Districts that actively recruit in hospitals; doctors' offices; Women, Infants and Children (WIC) nutrition program offices; and Family Services offices increase the percent of eligible families who participate in PAT.

- Providing parents with tools (e.g., Early Childhood Standards and parent booklets to support the standards) to help them focus their efforts as their child's first teachers.

Key strategies

Best Practices and Technical Assistance: DESE will…

- Make a concerted effort to assist districts that have historically low participation in PAT.

- Encourage districts to recruit more First Steps families and families of Head Start children into PAT.

- Advise districts on ways to remove barriers to the involvement of families and communities as active partners in their children's education through PAT (e.g., helping districts identify neutral locations where PAT parent educators can meet with parents who live in unsafe neighborhoods).

Communication: DESE will…

- Inform school leaders about the importance of increasing participation in parent education and support systems, particularly among high-need families.

Key programs

PAT

First Steps

Early Childhood Special Education

Even Start and other DESE-sponsored Family Literacy programs

Missouri Preschool Project and Title I Preschools

Family and Consumer Sciences Child Development and Parenting Courses

For more information:

http://www.dese.mo.gov/divimprove/fedprog/earlychild/

KEY OBJECTIVE 2

**Increase the number of children ages 3 to 5
receiving DESE-supported quality care and education services
from 22,499 (12 percent) in 2003 to 28,360 (15 percent) in 2007.**

What's the trend?

The number of children receiving DESE-supported preschool services has grown substantially in recent years. However, decreases in funding for the 2003-2004 school year will make reaching the goal of 25,051 in 2005 difficult to achieve. DESE would like to see the number of children served increase by 3,762 by 2005 — from the 21,289 served in 2002 to 25,051 in 2005. Based on 2000 census data, DESE estimates that there were 191,000 3-, 4-, and 5-year-olds not enrolled in kindergarten in 2002; approximately 12 percent of the children received DESE-supported preschool services.

Number of children receiving DESE-supported preschool services
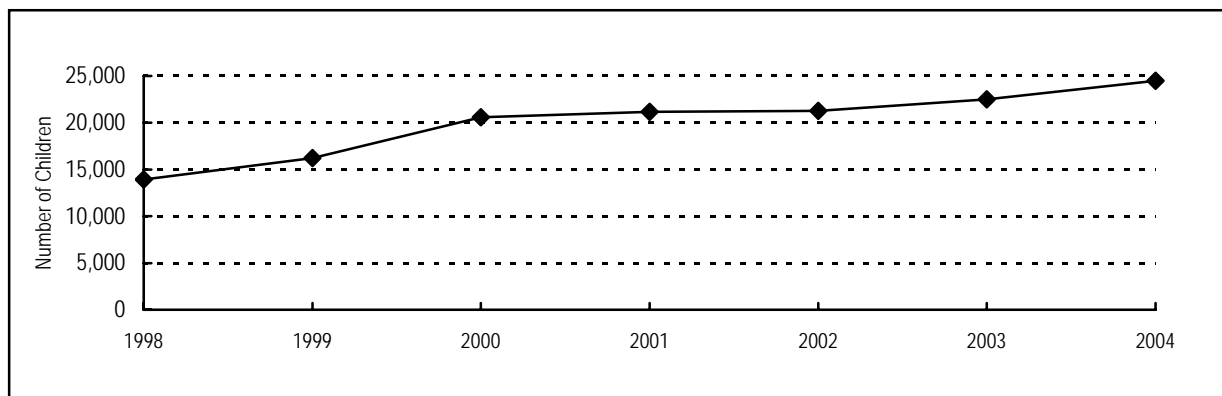
Number of children served

	1998	1999	2000	2001	2002	2003	2004	2005*	2006*	2007*
Missouri Preschool Program			3,904	5,254	4,674	4,844	4,435	5,200	5,400	5,600
Title I Preschools	7,027	8,546	8,678	7,869	7,591	7,604	9,166	7,800	7,900	8,000
Early Childhood Special Education	6,924	7,687	8,010	8,036	9,024	10,051	10,889	12,051	13,337	14,760
Total	**13,951**	**16,233**	**20,592**	**21,159**	**21,289**	**22,499**	**24,490**	**25,051**	**26,637**	**28,360**
ESL Family Literature							132	133	150	155
Even Start							906			
Missouri preschoolers receiving DESE-supported care and education services				12%	12%	12%	12%	13%	14%	15%

Source: Early Childhood Education Section, Federal Programs Unit, Career Education and Early Childhood Special Education, 2004

*Projected figures for 2005, 2006 and 2007.

About the measure: This information is compiled by DESE based on end-of-the-year reports submitted by school districts that offer these services.

Why is this objective important?

Recent research indicates that the early years of a child's life are crucial to the development of language skills and cognitive processes that determine a child's ability to succeed in school. Broad, varied experiences, language development, and the ability to manipulate sounds and recognize the letters of the alphabet are important indicators that a child will learn to read. Research also shows that all children benefit from quality preschool experiences; however, children with disabilities and developmental delays are likely to benefit the most. Data from the School Entry Assessment indicates that children who experience a center-based early childhood program and whose families have participated in PAT are more likely than any other group of children to enter school ready to succeed.

How does Missouri compare to other states and the nation on this measure?

The National Institute for Early Education Research (NIEER) has recently published a report titled *The State of Preschool; 2003 State Preschool Yearbook*, which indicates that, on average, states are serving only 9 percent of the eligible children with state-initiated preschool services. Missouri is currently serving 12 percent. According to NIEER, Missouri ranks 26th in spending with an average of $2,407 per child. The study discussed 10 quality standards that may be used to evaluate preschool programs. This document can be viewed online at nieer.org.

What factors influence this measure?

- Awareness and understanding among parents and school personnel of the importance of sustained-quality preschool experiences for children

- Understanding among parents and school personnel of the importance of language development, guided social interaction, exploration and problem-solving.

- Ability of districts to provide adequate space and support services for preschool programs.

- Availability of funding affects the number of children who can be served in DESE-sponsored preschools.

- Availability of highly trained staff to provide care and education for children from birth through entry into school. These individuals must meet performance criteria such as English verbal skills and have other skills and attitudes that will help young children to enter school prepared to succeed.

- Availability of quality ongoing professional development for staff of preschool care and education programs.

- Effective transition plans in all districts to assist children and families in making a successful transition into kindergarten.

What works?

Best Practices

School-based preschools become an integral part of the education program in a community, which provides for a continuum of quality education experiences. DESE-sponsored preschools have high standards for quality and require certified teachers, developmentally appropriate curriculum, and a teacher-pupil ratio that allows for meeting individual student needs. Missouri Preschool Program preschools also are required to be licensed and accredited. Early Childhood Special Education services are determined by a child's Individualized Education Program (IEP) team and are delivered in a variety of settings, including home and child care settings as well as schools.

Key strategies

Best Practices and Technical Assistance: DESE will…

- Encourage districts to use existing and new resources to expand preschool opportunities.

- Assist school leaders and parents to combine resources to offer quality preschool opportunities.

- Support research-based curriculum and nationally recognized programs for providers of preschool care and education.

Communication: DESE will…

- Disseminate information to school leaders and parents on the research and benefits of quality preschools through newsletters, presentations, Web sites, links to other resources, and by partnering with other agencies and organizations that work in the area of early childhood.

- Provide information and research to state leaders about the importance of funding quality early childhood education and care to all the children of Missouri.

Collaboration: DESE will…

- Collaborate with other agencies in the state (e.g., Winning Teams (Head Start), Licensing (Health), Medicaid (Social Services)) to support quality care and education for preschool children

- Collaborate with other agencies that work in the area of early childhood education and care to educate business and industry leaders about the benefits of providing quality early childhood services for employees in the workplace.

Key programs

Missouri Preschool Program

Title I Preschools

First Steps

Early Childhood Special Education services

Family and Consumer Sciences training for providers of preschool care and education

Even Start and other DESE-sponsored family literacy programs

Workshop on Wheels

For more information:

http://www.dese.mo.gov/divimprove/fedprog/earlychild/

http://nieer.org

KEY OBJECTIVE 3

**By 2008, increase from 84 percent in 2003 to 86 percent
the number of public school kindergartners
attending full-day programs**

What's the trend?

The percentage of Missouri public school kindergartners enrolled in full-day programs has increased significantly in the 1990s. Full-day kindergarten enrollment is considerably higher in Missouri than it is for the nation as a whole. Much of the growth in Missouri's full-day kindergarten programs is attributed to changes in the basic state-aid formula, which was approved as part of the state's Outstanding Schools Act of 1993. The formula provides funding for each hour of attendance in half-day and full-day programs.

Percent of kindergartners attending full-day programs
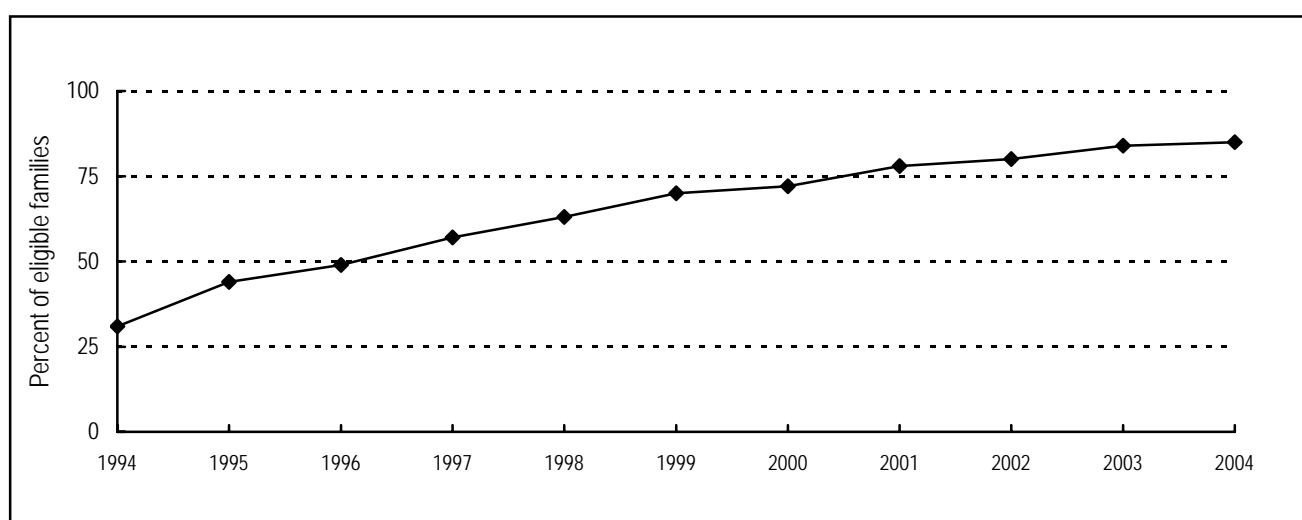
Percent of kindergartners attending full-day programs

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Percent of Missouri kindergartners attending full-day programs	31%	44%	49%	57%	63%	70%	72%	78%	80%	84%	85%
National comparison: Percent of U.S. kindergartners attending full-day programs	47%	50%	51%	54%	57%	58%	59%	61%	*	*	*
Number of Missouri districts that don't offer full-day kindergarten or that have low enrollment	239 (45%)	166 (31%)	124 (24%)	90 (17%)	74 (14%)	53 (10%)	40 (8%)	33 (6%)	27 (5%)	29 (6%)	21 (4%)

Source: School Core Data, 2002-2004, and U.S. Census Bureau, Current Population Surveys, 1995-2000

*Data not available from U.S. Census Bureau until 2004.

About the measure: Information about full-day kindergarten in Missouri public schools is collected through the School Core Data system. Missouri districts with "low enrollment" have 35 percent or fewer kindergartners enrolled in their full-day programs. The U.S. Census Bureau collects national data through the Current

Population Survey, which is conducted annually in October. The percentages shown are the percentage of public school kindergartners enrolled in full-day programs.

Why is this objective important?

Recent research suggests that many children benefit academically and socially during their primary-grade years from participation in full-day kindergarten programs that are developmentally appropriate. Full-day kindergarten allows children and teachers time to explore topics in depth; provides for greater continuity of day-to-day activities; and provides an environment that favors a child-centered, developmentally appropriate approach. Research also shows that parents favor full-day kindergarten programs because they reduce the number of transitions kindergartners experience in a typical day (*Full-Day Kindergarten Programs*, Diane Rothenberg, May 1995).

Preliminary results of a study being conducted by the Montgomery County, Md., Public Schools show that "a full-day/reduced-class-size kindergarten program is clearly essential for the higher-risk students to begin to close the gap in early literacy skills." ("Kindergarten Student Progress: Acquisition of Reading Skills, Year 1 of the MCPS Kindergarten Initiative, 2000-2001," Dr. Fran Bridges-Cline, August 2001)

How does Missouri compare to other states and the nation on this measure?

In 2003, 84 percent of Missouri kindergartners attended full-day programs, compared with 59 percent nationally. The number of Missouri kindergartners attending all day was well below the number nationally until the mid-1990s, when Missouri districts were able to expand full-day kindergarten programs with new funding provided by the state's Outstanding Schools Act of 1993.

What factors influence this measure?

- Districts' ability to provide support services and adequate classroom space, which can be a particular problem in areas with growing student enrollments.
- Awareness of educators and parents about the importance of full-day kindergarten for all students.
- Funding. Although districts are offered funding for full-day kindergarten, there is no state funding for facilities.

What works?

Professional Development

- Developmentally appropriate curriculum and strategies.

Funding

- Adequate facilities and support services for full-day programs.

Communication

- Parent and educator awareness of the benefits of full-day kindergarten.

Key strategies

Communication: DESE will…

- Inform school personnel and parents about the benefits of full-day kindergarten.

Funding: DESE will…

- Advocate for maintaining a dependable flow of basic state aid to support full-day kindergarten programs.

- Explore the possibility of providing financial assistance to school districts that are trying to expand facilities to accommodate full-day kindergarten programs.

Key programs

The Foundation Program, which gives districts credit for full-day attendance of kindergartners

Early Childhood Education Programs

Project Construct

For more information:

http://www.dese.mo.gov/divimprove/fedprog/earlychild/

**Increased percentage of 18-year-olds
with a high school diploma or GED**

What's the trend?

Since 1995, Missouri has shown slow but steady progress in increasing the percentage of 18-year-olds with a high school diploma or General Education Development (GED) certificate, moving up from 80.7 percent to 89.5 percent.

Percent of 18-year-olds with a high school diploma or GED

Percent of 18-year-olds with a high school diploma or GED

1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
80.7%	80.7%	81.4%	83.8%	84.4%	86.3%	87.7%	89.8%	89.5%	90.8%

Source: School Core Data, October 2003

> **About the measure:** This measure is one of the Priority Results under the Management for Results Initiative. DESE's School Core Data Section calculates the measure using core data as well as data collected by the Federal Programs and Adult Education and Literacy sections. Private school graduation data have only been collected since 1995. Graduation data are not considered final for 10 years.

Why is this outcome important?

A high school diploma or GED credential is key to Missourians meeting their potential, both in terms of economic and educational success. According to the July 2002 Current Population Reports (CPRs) from the U.S. Census Bureau, 1997-1999 earnings for workers ages 25 to 64 averaged $25,900 for a high school graduate; those potential earnings dropped to $18,900 for those who did not complete high school. According to the CPS report, earnings differences compound over a lifetime with estimated lifetime earnings (in 1999 dollars) for a dropout of $1,000,000, while completing high school would increase earnings by another quarter-million dollars to $1,200,000, some college would earn $1,500,000, an associate's degree would bring $1,600,000, and a bachelor's degree would earn $2,100,000.

How does Missouri compare to other states and the nation on this measure?

There are no comparable data for the nation or other state for this measure; however, the National Center for Education Statistics (NCES) provides a high school completion rate, which is based on the Current Population Survey (CPS) conducted annually by the U.S. Census Bureau. The NCES high school completion rate allows DESE to monitor, for each state and the nation, the percentage of 18- through 24-year olds not currently enrolled in high school who have a high school diploma or GED. The NCES publishes the rate as a three-year average in its annual publication, *Dropout Rates in the United States*. According to the 2000 edition, the high school completion rate for the nation has increased by only a net 3 percentage points during the past three decades, hovering around 85 to 86 percent since 1985. In Missouri, on the other hand, the school completion rate increased by 4.6 percent during the past decade compared to a national increase of just 0.7 percent. These data show that 92.6 percent of Missourians ages 18 through 24 complete high school (average for 1998-2000). Missouri ranks fourth among the states on this school completion measure. Completion rates for the same period for surrounding states show Iowa at 90.8 percent, Illinois at 87.1 percent, Arkansas at 84.1 percent, and Kansas at 90.4 percent while the rate is 85.7 percent for the nation.

For more information:

http://dese.mo.gov/divcareered/

http://dese.mo.gov/divvocrehab/

http://www.acenet.edu/clll/index.cfm

http://www.sreb.org/programs/hstw/hstwindex.asp

KEY OBJECTIVE 1

**Decrease the state's annual dropout rate
to 3 percent by 2008.**

What's the trend?

The state's dropout rate dropped steadily in 2003 to 3.4 percent. While the rate for minority students also decreased in 2003, it remains higher at 5.4 percent.

Breakout data show a larger decrease in the dropout rate for minority students between 1999 and 2003 than for non-minority students. At the same time, the overall dropout rate has decreased, which shows progress in closing the dropout rate gap.

The number and percent of school districts with a 4-percent or more dropout rate continue to decrease. In 1993, 251 districts (56 percent) had a dropout rate in excess of 4 percent. In 2003, 102 districts (23 percent) had a dropout rate in excess of 4 percent.

Statewide dropout rate
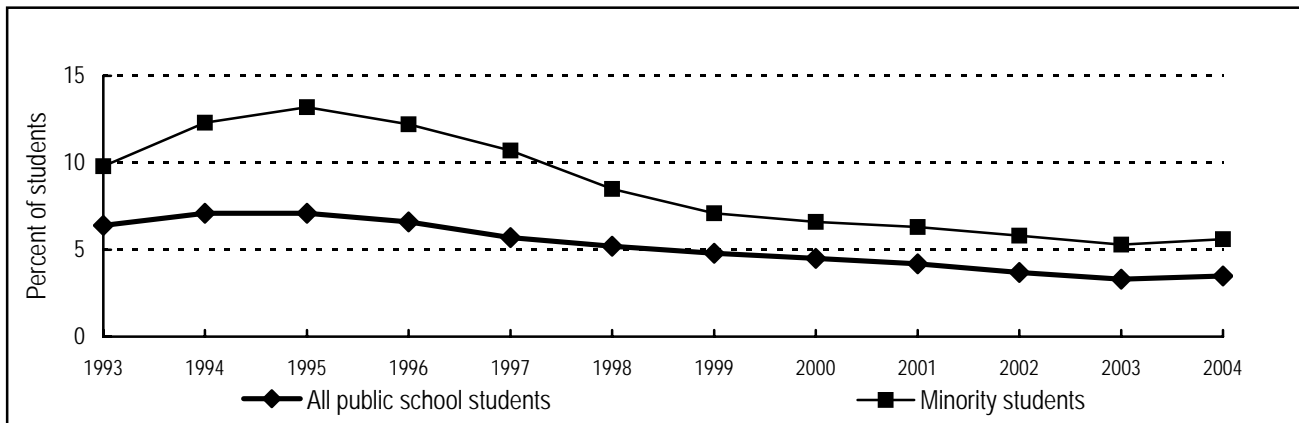
Statewide dropout rate

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
All public school students	6.4%	7.1%	7.1%	6.6%	5.7%	5.2%	4.8%	4.5%	4.2%	3.7%	3.3%	3.5%
Minority students	9.8%	12.3%	13.2%	12.2%	10.7%	8.5%	7.1%	6.6%	6.3%	5.8%	5.3%	5.6%
Non-minority students	5.8%	6.2%	6.1%	5.7%	4.8%	4.5%	4.4%	4.1%	3.8%	3.3%	2.9%	3.0%
Gap, minority-non-minority students	4.0%	6.1%	7.1%	6.5%	5.9%	4.0%	2.7%	2.5%	2.5%	2.5%	2.4%	2.6%
Districts with dropout rates of 4% or greater	251 (56%)	261 (58%)	270 (60%)	257 (57%)	210 (46%)	204 (45%)	185 (41%)	161 (36%)	157 (35%)	120 (27%)	101 (23%)	94 (21%)

Source: School Core Data, October 2004

About the measure: In the above statistics, non-minority students are "white, non-Hispanic" and minority students are "black" and "Hispanic." The dropout rate equals (9-12 dropouts / 9-12 average enrollment) x 100. "Average enrollment" equals September enrollment plus transfers-in minus transfers-out minus dropouts

added to total September enrollment then divided by 2. These data reflect revisions for multiple years made through October 2003.

Why is this objective important?

The *KIDS COUNT in Missouri 2003 Data Book* (Citizens for Missouri's Children and Children's Trust Fund, January 2004) offers several findings that support the importance of this objective:

- The economic impact of dropping out of high school is dramatic. High school dropouts are three times as likely as graduates to be poor and they make up nearly half of the heads of households receiving public assistance. Approximately half of the U.S. prison population is dropouts. Economic prospects for dropouts will be even gloomier as more jobs require advanced skills and technical knowledge.

- Children who are born to undereducated parents face the highest odds of living in chronic poverty. In 1995, the poverty rate was 57 percent for children living with parents who had dropped out of school but only 4 percent for children living with at least one parent with a college degree.

- For young women, dropping out is closely linked to teen pregnancy. Female dropouts are more likely to become teen parents, and pregnant teens are more likely to drop out. Teen mothers have half the lifetime earnings of women who have children after age 20. Parental education is the single best predictor of grade repetition — more than family income, poverty status, family structure, ethnic group or family size. Nationally, 33 percent of children whose parents had less than a high school diploma had repeated a grade compared to only 21 percent of children whose parents had high school diplomas and 9 percent of children whose parents were college graduates.

How does Missouri compare to other states and the nation on this measure?

Collecting comparable dropout rates among the states is difficult because states vary in their definitions of dropouts as well as in their methodologies for data collection. However, the National Center for Education Statistics (NCES) has developed a standard definition and standard data collection procedures currently followed by approximately 45 states. Based on this methodology, Missouri shows a 2000-2001 dropout rate of 4.2 percent. Neighboring states adhering to the standardized methodologies for the same period include Iowa with a dropout rate of 2.7 percent, Illinois with 6.0 percent, Arkansas with 5.3 percent, Kansas with 3.2 percent, Kentucky with 4.6 percent, Nebraska with 4.0 percent, Oklahoma with 5.2 percent and Tennessee with 4.3 percent. (NCES will not compute a national rate until all states can be included.)

No comparable data collection exists state to state for the gap between minority and non-minority student dropout rates. Information gathered on a national basis by NCES reflects a trend similar to Missouri's; rates are decreasing for both groups, but those for minority groups remain higher. Over the past quarter century, dropout rates for minority groups, including black and Hispanic students, remain higher than those for non-minority students.

What factors influence this measure?

- The state's investment in programs that encourage students to complete school, such as A+ Schools, alternative schools and other programs for at-risk students, as well as a school accreditation program that holds districts accountable for increasing school completion rates.

- The strength of the economy, which affects job opportunities. Generally, a strong economy results in labor shortages, which places pressures on employers to meet staffing needs; this may result in less emphasis on high school credentials.

- Other social, environmental, cultural, generational and health/addiction factors that influence individuals and combine to affect dropout rates.

- Student mobility. "Children who move four or more times during their childhood are more likely to drop out than children who remain in the same school," according to the *Kids Count in Missouri 2001 Data Book*.

What works?

Professional Development

- Increased availability of technology in Missouri school districts is helping teachers meet a wide variety of student needs and learning styles, which in turn encourage students to stay in school.

Performance

- Missouri School Improvement Program (MSIP). MSIP is the catalyst for a variety of programmatic improvements in Missouri school districts. Districts strive to meet accreditation standards, including a standard for school completion (Standard 10.1). Indicators monitored include dropout rates, level of parent involvement, at-risk student identification procedures, and professional development to help staff implement dropout prevention and intervention strategies.

- The Show-Me Standards and Missouri Assessment Program (MAP). Missouri's standards-based reform efforts are bringing about changes in teaching practices that will benefit all students.

Funding

- Local school district programs to address the needs of at-risk students, funded through "line 14" of the basic state aid formula that was established by Missouri's Outstanding Schools Act of 1993.

Best Practices

- High Schools That Work (HSTW). This whole-school, research- and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards. In February 2001, Missouri joined the High Schools That Work consortium of states. Grants were made available to six pilot Missouri schools for the 2001-2002 school year; grants were awarded to six new schools for 2002-2003, bringing the total of participating schools to 12.

- Programs such as the GED Option Program, which encourages students to stay in school and obtain their high school diplomas. In 2003, there were 308 students out of 414 tested who were awarded a high school diploma by their districts — a 74.4-percent success rate.

- Referring dropouts who are reported to the State Literacy Hotline to the nearest Adult Education and Literacy (AEL) program for GED attainment.

- A+ Schools, which provide incentives for local high schools to lower dropout rates and raise academic expectations for all students.

- Promoting reading programs that are scientifically research based. Students who learn to read well in elementary school will be more likely to succeed in school and therefore less likely to drop out.

Collaboration

- The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels regarding youth services that affecting school retention or GED attainment as well as career success strategies.

- Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School-to-Work Program. These services are available in an increasing number of districts (361 of the 449 high schools in Missouri).

- Programs that facilitate community or cultural support systems, such as school-business partnerships.

Key strategies

Professional Development: DESE will ...

- Provide in-service and professional development programs that will enable educators to better understand and adapt to individual learning styles and instructional needs. Emphasis will be placed on professional development programs specifically geared toward the learning styles and cultures of racial/ethnic-minority students.

Performance: DESE will…

- Evaluate districts' efforts to reduce the dropout rate through the MSIP.

- Improve the process that districts use to report dropout data, which includes the procedures for disaggregating data for racial/ethnic minority groups.

- Develop centralized data collection and improve reliability of required dropout reports by developing a State Education ID system.

Funding: DESE will…

- Focus resources toward school districts with high concentrations of racial/ethnic-minority students to assist them in decreasing the dropout rate of these students using strategies recommended in "Raising the Bar - Closing the Gap" (Missouri Department of Elementary and Secondary Education, December 1997)

Best Practices and Technical Assistance: DESE will…

- Work with school districts to fully implement the Missouri Comprehensive Guidance Program. The systemic and individual interventions provided for through the implementation of the Comprehensive Guidance Program via the guidance curriculum, individual planning and responsive services will assist in promoting school retention, completion and postsecondary placement.

- Work with school districts in developing successful parent-involvement programs.

- Target low-performing/high-dropout districts with technical assistance through Priority Schools Audit Teams.

Communication: DESE will…

- Continue to communicate to high school counselors and administrators the benefits of using the GED Option program with at-risk students as a means of encouraging school retention and completion.

- Cooperate in the development of an online resource to help improve communication with citizens, members of the education community, and policy-makers about statewide school improvement initiatives and efforts to reduce the dropout rate.

Key programs

A+ Schools

Local district programs for at-risk students, funded through "line 14" of the basic state aid formula that was established by Missouri's Outstanding Schools Act of 1993

MSIP

Alternative Education Centers, located at Area Career Centers

Alternative schools, supported by the Safe Schools Grant program

Charter schools that serve at-risk students (According to state law, one-third of the charter schools approved to operate in St. Louis and Kansas City must serve at-risk students. See RSMo 160.405)

Transition from School-to-Work Program, operated by the Division of Vocational Rehabilitation

Reading First Grant

Title I Program

School and Business/Community Partnerships

Migrant English Language Learners (MELL) program

GED Option program

Missouri Comprehensive Guidance program

For more information:

http://dese.mo.gov/divimprove/coredata/index.html

http://nces.ed.gov/

KEY OBJECTIVE 2

**By 2008, increase to 96 percent the number
of high school graduates who report
entering postsecondary education, employment or the military.**

What's the trend?

During the past ten years, Missouri high school graduate analysis has shown relatively stable levels of graduates entering the military directly after high school. Employment has decreased from 23.3 percent in 1994 to 19 percent in 2004. Gains have been realized in the number of graduates entering postsecondary education, particularly in the percentage of graduates entering two-year institutions, which grew from 17.7 percent in 1994 to 26.8 percent in 2004. At least part of this growth can be attributed to the A+ Schools program, which provides eligible students with tuition and fees to attend Missouri public community colleges or area career centers.

Percent of high school graduates entering postsecondary education, employment or the military
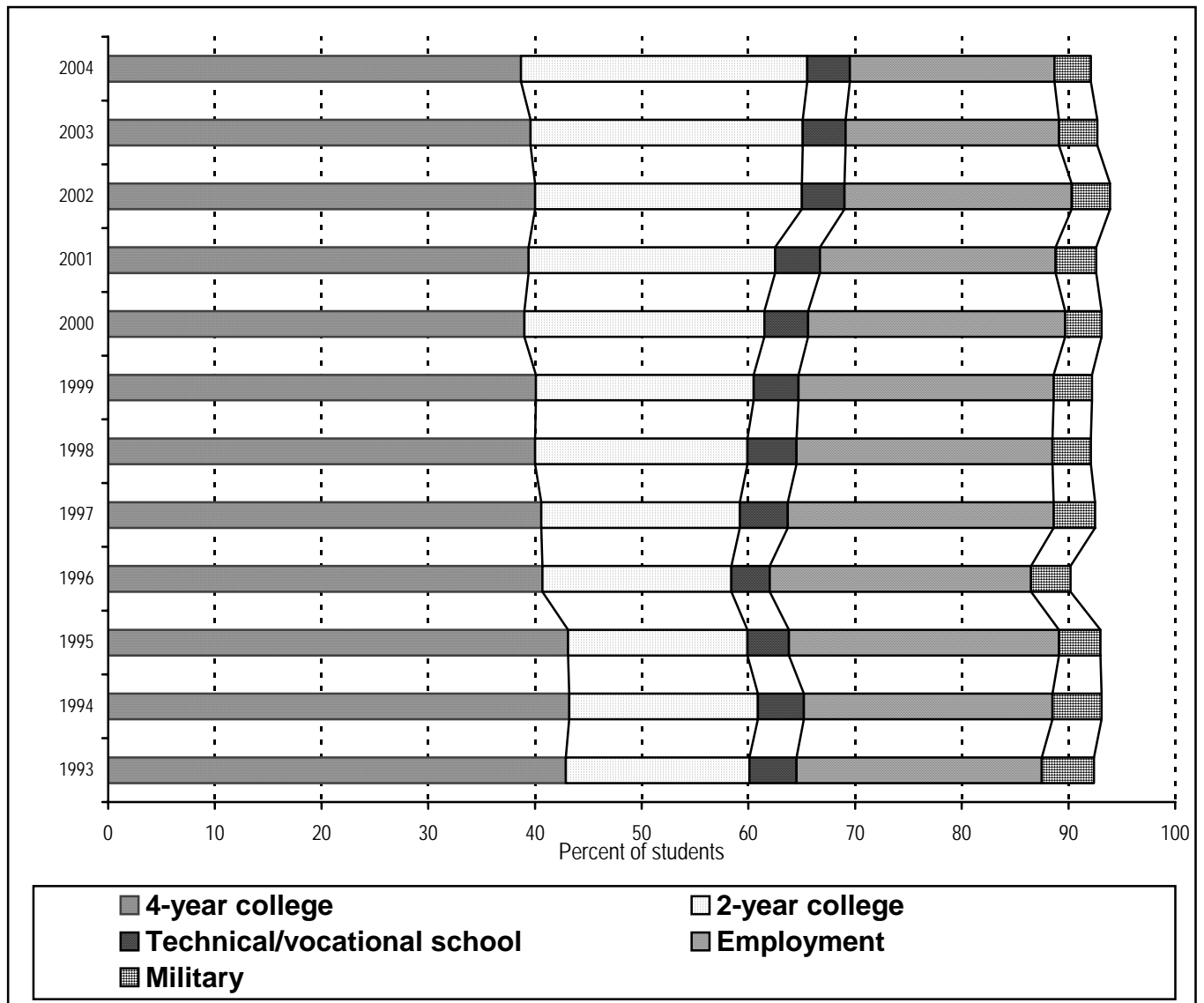
Graduate follow-up

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Post-secondary education	64.4%	65.2%	63.8%	62%	63.7%	64.5%	64.8%	65.6%	66.7%	69%	69.2%	69.6%
4-year college	42.9%	43.2%	43.1%	40.7%	40.6%	40%	40.1%	39%	39.4%	40%	39.6%	38.7%
2-year college	17.2%	17.7%	16.8%	17.7%	18.6%	19.9%	20.4%	22.5%	23.1%	25%	25.5%	26.8%
Career/ Technical schools	4.4%	4.3%	3.9%	3.6%	4.5%	4.6%	4.2%	4.1%	4.2%	4%	4%	4%
Employment	23%	23.3%	25.3%	24.5%	24.9%	24%	23.9%	24.1%	22.1%	21.3%	20%	19.2%
Military	4.9%	4.6%	3.9%	3.7%	3.9%	3.6%	3.6%	3.4%	3.8%	3.6%	3.6%	3.4%
Total	**92.2%**	**93%**	**93.1%**	**90.3%**	**92.4%**	**92.1%**	**92.2%**	**93.2%**	**92.6%**	**94%**	**92.8%**	**92.2%**
Minority students	90%	89.3%	89.3%	78.8%	85.9%	82.9%	85.7%	87.1%	84.9%	86%	84.1%	81.1%
Non-minority students	92.8%	93.9%	94.1%	93.9%	95.2%	95.8%	95%	95.1%	95.1%	95.3%	94.4%	94.2%
Gap, minority-non-minority students	2.9%	4.7%	4.8%	15.1%	9.4%	12.9%	9.4%	8%	10.2%	9.4%	10.3%	13.1%
Districts with rates of 94% or less (rates include Post-secondary, employment and military)	221 (49.0%)	247 (54.8%)	226 (50.1%)	239 (53.0%)	233 (51.5%)	200 (44.2%)	204 (45.1%)	193 (42.8%)	190 (42.1%)	156 (34.5%)	162 (36.0%)	173 (38.6%)

Source: School Core Data, January 2005

About the measure: In the above statistics, non-minority students are "white, non-Hispanic" and minority students are "black" and "Hispanic." Students entering postsecondary education include those who entered accredited two- and four-year colleges and universities as well as those who entered other postsecondary programs. School districts must track graduates to meet MSIP Standard 9.4 (The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.). Graduate follow-up information is reported in February of the year after students graduate. In this chart, the data are presented by graduating class (e.g., 68.6 percent of the 2002 graduating class enrolled in postsecondary education).

Why is this objective important?

Future goals of Missouri students have a direct impact on high school retention and completion rates. Employment, military enlistment or entry into postsecondary education are all indicators that students have positioned themselves in high school to attain additional skill and knowledge through hands-on or formal training settings.

How does Missouri compare to other states and the nation on this measure?

Comparable data are not available at this time.

What factors influence this measure?

- Skill sets obtained during high school may not provide employability for available jobs or entry into postsecondary institutions.

- Both geographic and financial accessibility may pose barriers for entering postsecondary education.

- The state's investment in programs that encourage students to complete school, such as A+ Schools, alternative schools and other programs for at-risk students, as well as a school accreditation program that holds districts accountable for increasing school completion rates.

- The strength of the economy, which affects job opportunities. Generally, a strong economy results in labor shortages, which places pressures on employers to meet staffing needs; this may result in less emphasis on high school credentials.

- Other social, environmental, cultural, generational and health/addiction factors that influence individuals and combine to affect dropout rates.

What works?

Performance and Acccountability

- MSIP. Districts strive to meet accreditation standards, which include "The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing."

Best Practices

- High Schools That Work (HSTW). This whole-school, research and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards.

- Career education and occupational technical training leading to postsecondary education and/or employment.

- Through a fully implemented Comprehensive Guidance Program, every student works with a counselor on personal as well as career-related goals. Students with well-developed postsecondary career and educational plans are more likely to complete school.

- The Carl D. Perkins Vocational and Technical Education Act of 1998 and performance standards for secondary career education have provided both funding and incentives for school districts to continually improve performance in career education.

- A+ Schools. Students in Missouri's A+ high schools can earn the opportunity to pursue a two-year degree, with paid tuition and fees, at a Missouri public community college or vocational-technical school.

Collaboration

- The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels regarding youth services affecting career success strategies.

- Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School-to-Work Program.

Key strategies

Best Practices and Technical Assistance: DESE will ...

- Support and expand initiatives that integrate academic and vocational education to prepare youth for employment, military service or postsecondary education.

- Support the effective use of existing and new technologies to facilitate service delivery for youth and adults, including those with disabilities.

- Establish cooperative agreements linking education, career preparation and transition to employment services for all youth and adults, including those with disabilities.

- Improve the process that districts use to report graduate follow-up data by developing templates and a standard methodology for collecting the data.

- Identify the districts that have less than 94 percent of students entering postsecondary programs and provide them with technical assistance.

- Promote implementation and continued use of Missouri's Comprehensive Guidance Program by providing in-service training for school district personnel.

Collaboration: DESE will…

- Continue to collaborate with other state agencies, businesses and industry to establish a comprehensive system of work force education and preparation.

- Follow A+ graduates through two years of postsecondary education to determine the percent who successfully complete a program with the cooperation of the Coordinating Board for Higher Education.

- Support initiatives for youth with disabilities that promote parental involvement, improvements in Individualized Education Program (IEP) development, postsecondary options through transition planning, and linkages with the business community.

- Coordinate and provide electronic linkages to Missouri Career Centers.

Key programs

Transition from School-to-Work Program, operated by the Division of Vocational Rehabilitation in cooperation with the Division of Special Education

Workforce Investment Act

High Schools That Work

Missouri's Comprehensive Guidance Program

A+ Schools

MSIP

Special Education programs and services

Practical Parenting Partnerships (PPP)

State and federally funded career education programs, including the Carl D. Perkins Vocational and Technical Education Act of 1998, that provide funds for Tech Prep and career education programs

For more information:

http://dese.mo.gov/divcareered/

http://dese.mo.gov/divvocrehab/

http://www.ed.gov/about/offices/list/ovae/index.html

http://www.sreb.org/programs/hstw/hstwindex.asp

http://www.works.state.mo.us/index.html

**Improved performance of career preparation,
employment, work-force advancement,
and independent living programs**

What's the trend?

State fiscal year 2000 was the first year that federal performance standards were in place for the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act and the Vocational Rehabilitation Act. DESE's efforts are focused on continuous improvement of individual program performance.

Fluctuations in the national, state and local economies affect job placement and retention measures for all three federal/state programs. Despite these challenges, placement efforts have shown incremental gains, although some adult training opportunities have been reduced due to budget constraints since fiscal year 2002.

Coordination and collaboration with and between state agency partners at the state and local levels aids in increasing customer access to services and providing comprehensive support services where needed.

Why is this outcome important?

In 1998, Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998 and the Workforce Investment Act, which contains containing the Adult Education and Family Literacy Act and the Vocational Rehabilitation Act. These laws hold states accountable for meeting certain performance standards in adult education, career education and vocational rehabilitation. Missouri must meet these standards to maintain current funding and qualify for incentive funds.

Failure to address these challenges will leave youth and adults in our state without access to the quality education and support they need to achieve their career objectives and to contribute to Missouri's economic prosperity. Without a strong work force, Missouri cannot attract and keep business and industry — and jobs. Without jobs, Missourians will be unable to support their families and build their communities. With higher unemployment rates will come greater dependence on public assistance, more widespread poverty and higher crime rates.

For persons with disabilities, community-based living options are more cost-effective than nursing facilities, promote independence and productivity among persons with disabilities, and lead to the integration and full inclusion of persons with disabilities in the mainstream of society.

- Independent Living (IL) services help individuals with disabilities manage their own affairs, participate in day-to-day life in the community, fulfill a range of social roles, and make decisions that lead to self-determination and minimize or eliminate physical and psychological dependence on others.

- Consumer-directed Personal Assistance Services (PAS) are provided by a personal care attendant to persons with disabilities who are at least 18 years old and can direct their own care by hiring, training and supervising an attendant. The services persons with disabilities to accomplish tasks that they would normally do for themselves if they did not have a disability, such as routine tasks and activities of daily living that allow them to reside in their own homes rather than in nursing facilities.

Output measures

	2001 (actual)	2002 (actual)	2003 (actual)	2004 (actual)	2005 (projected)	2006 (projected)	2007 (projected)
Adult Education							
Total number of students in AEL classes	55,838	56,970	61,311	60,793	62,254	63,749	65,278
Vocational Rehabilitation							
Number of applicants and eligible persons with physical and/or mental disabilities*	31,153	32,063	34,078	33,000	31,350	28,215	28,000
Number of Social Security disability claims processed	76,993[1]	83,781	84,129	84,000	86,000	88,000	90,000
Number receiving Independent Living services	7,787	11,327	12,887	14,567	16,247	17,871	18,291
Number receiving Personal Assistance services[2]	1,847	3,377	4,759	6,439	8,119	9,799	10,029
Career Education							
Number of adults placed	1,901	1,480	1,849	1,608	1,640	1,673	1,706
Number of postsecondary occupational students placed	2,629	2,827	3,064	2,925	2,983	3,043	3,104
Number of adult employees acquiring improved occupation skills through customized training	32,813[3]	26,500[4]	21,973[4]	14,058[4]	21,465[5]	21,465[5]	21,465
Secondary enrollment	147,954	143,235	170,975	177,814	184,927	192,324	200,017
Postsecondary enrollment	46,415	81,380	96,058	101,821	107,931	114,407	121,271
Adult enrollment	93,170	80,764	63,710	61,162	58,715	56,367	54,112

1 prototypes (no reconsiderations)

2 state fiscal year data

3 change in data collection method

4 reflects budget reductions/withholdings

5 assuming static budget

Source: *Division of Career Education and Division of Vocational Rehabilitation, April 2002*

For FY2004 and beyond, per federal law, mandatory waiting lists pertaining to the eligible consumer's severity of disability (Order of Selection) was implemented on Oct. 1, 2003, due to insufficient budget to serve all eligible individuals. Persons with the most severe disabilities will be served first.

How does Missouri compare to other states and the nation on this measure?

Each state has negotiated unique performance levels for the Perkins Act and is held accountable for achieving those levels with an emphasis on continuous improvement. In addition, states are using a variety of testing and data collection methods, which makes state-to-state and national comparisons impossible.

Missouri's Vocational Rehabilitation (VR) program ranked seventh in the nation during FY2002 in terms of the percent of participants achieving employment after receiving services. Missouri's rate of 71.6 percent compares to the national standard of 55.8 percent and the rates for the following Missouri-border states: Iowa, 56.2 percent; Illinois, 69.5 percent; Arkansas, 48.9 percent; Kansas, 57.2 percent; and Nebraska, 61.7 percent.

Missouri Disability Determinations Section (DDS) continues to participate in a Social Security Administration (SSA) redesign process (Prototype) with nine other states. The concept behind the redesign process is to pay deserving beneficiaries earlier without going through a lengthy appeals process of their claim. DDS continues to rank within the top 10 of all the states despite working under the higher standards of being a Prototype state. Claims processing time is better than the national average by 14 days in Title II claims and 18 days in Title XVI claims. During 2003, Missouri was at 96.2 percent, which was slightly under the national accuracy rate of 97 percent.

The IL program's standards and assurances are used in evaluating compliance indicators, including provision of IL core services as well as other services through the PAS program. Each year, VR must submit a compliance report to the Office of Special Education and Rehabilitative Services-Rehabilitation Services Administration to document how the standards are met. Due to the flexibility allowed for states to meet individual assurance categories and the option for states to provide these services directly or by contract or grant, it is difficult to compare service data between states. VR assures statewide access to IL and PAS services through a network of 21 Centers for Independent Living (CILs). Missouri ranked fourth in the nation in FY2000 for the number of centers providing local community-based services.

For more information:

http://www.dese.mo.gov/divcareered/

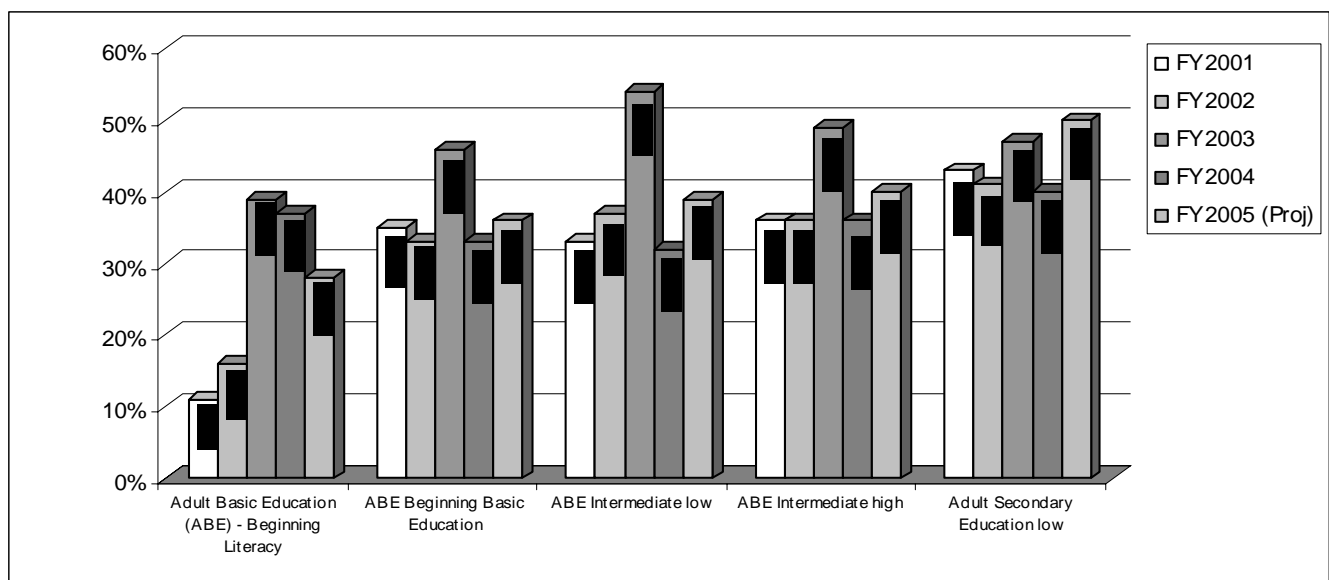http://www.vr.dese.mo.gov

KEY OBJECTIVE 1

**Meet or exceed performance goals for students enrolled in
Adult Education and Literacy (AEL) and
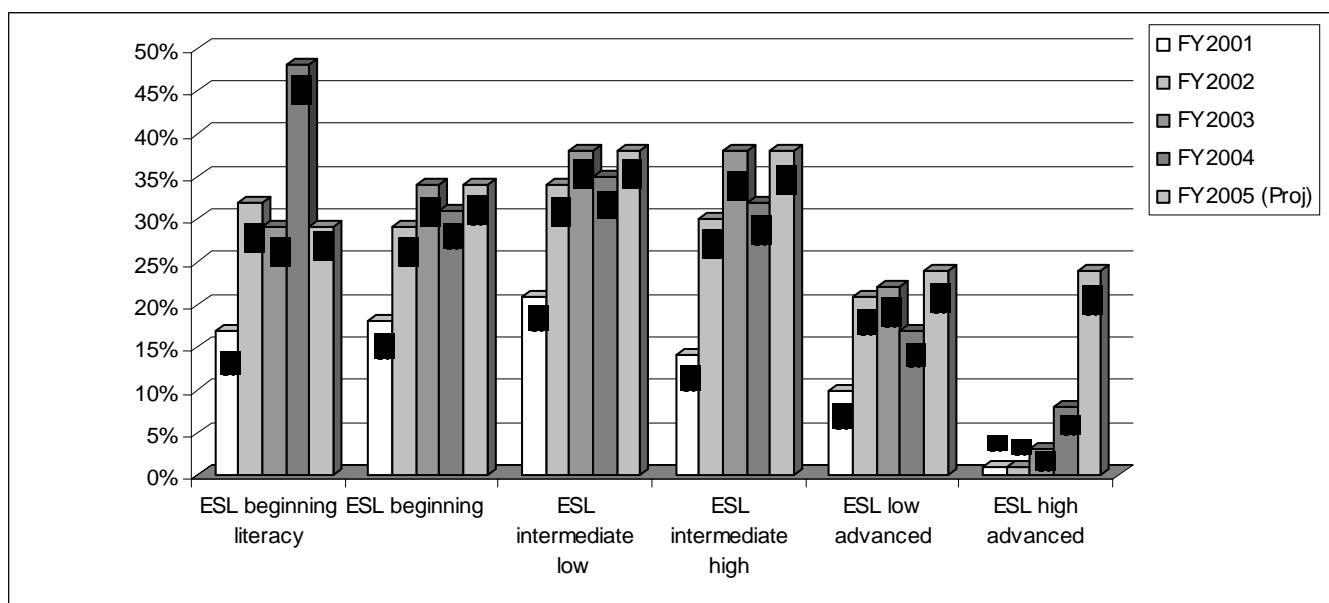English as a Second Language (ESL) programs.**

What's the trend?

The U.S. Department of Education establishes performance standards for adult education and literacy primarily based on academic gain, employment, employment retention and postsecondary education. (See for Adult Education and Literacy Performance Standards.) The requirements for the measures are set out in the National Reporting System.

Adult Education and Literacy Performance

English and Second Language (ESL) Performance

Attainment performance

Bar chart titled "Attainment performance" showing percentages for four measures — Entered employment, Retained employment, GED attainment rate, and Entered postsecondary — across five fiscal years: FY2001, FY2002, FY2003, FY2004, and FY2005 (Proj). The vertical axis ranges from 0% to 70%.
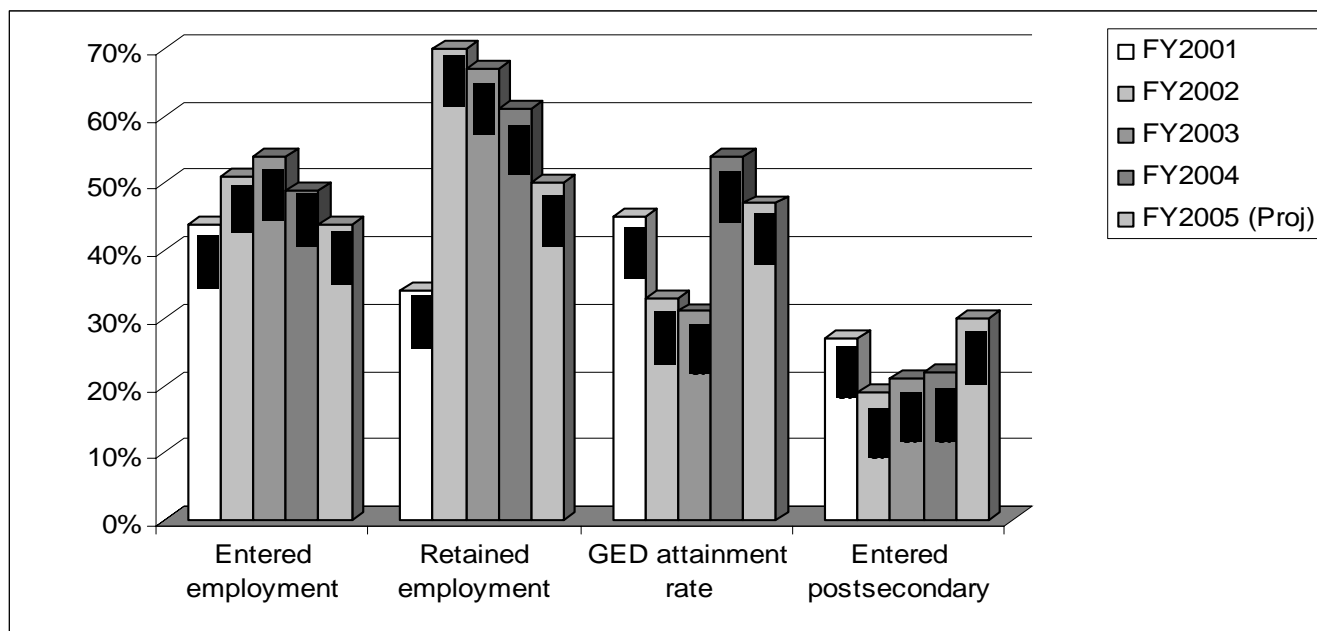
Source: Division of Career Education, Adult Education and Literacy Section

About the measures: Data are based on students participating in the AEL program for 12 hours or more. Academic gain is measured as follows: Adult students entering the program are assessed using standardized tests in up to three subject areas — reading, math and/or language. The program analysis system places the lowest pre-test score in one of six functional performance levels. Analysis of parallel student post-tests again places the student in one of six functional performance levels. When the post-test analysis falls into a higher functional performance level, the participant has achieved academic gain.

Why is this objective important?

Participant goals of achieving academic gain, employment, employment retention and postsecondary education are all central to the individual's self-sufficiency and economic prosperity. Likewise, such individual achievement contributes to the state's economic prosperity. The success of participants in meeting their goals is enhanced as they become role models for other adults and children. By meeting participant goals, the state's Adult Education and Literacy program will meet performance standards negotiated with the U.S. Department of Education.

Failure to address this objective impacts the state's ability for this program to meet its federal performance measures and hampers opportunities for individuals to increase their academic and earning potential.

How does Missouri compare to other states and the nation on this measure?

Consistent and reliable data from other states are not available at this time.

What factors influence this measure?

Local AEL program staff work with the incoming participant to identify the appropriate goals. Use of effective assessment tools and communication skills with the participant by local program staff is critical to the proper identification of participant goals. Because AEL is a voluntary program for participants, retaining the student in adult education and literacy activities is equally critical. The longer the participant remains in the program, the greater the likelihood of attaining certain goals, such as academic attainment or GED. Some goals, such as employment and retention of employment, may be dependent upon the local economy. Local staff must create an appropriate environment for all students and have classes conveniently located to encourage participant retention.

What works?

Professional Development

- Professional development opportunities for staff have a positive impact on student retention and goal achievement. Missouri is placing additional emphasis on incorporating ESL instructional techniques in the beginning teachers' workshop and increasing the ESL workshops available to teachers.

- The use of appropriate technology aids in meeting a variety of learning styles and student needs (e.g., providing AEL services through distance-learning service providers).

Best Practices

- Open-entry/open-exit delivery of services and the number of full-service and satellite locations aids customers' access to services and their retention in services. The need for greater individualized instruction, delivered by certificated teachers and trained volunteers, is based on the academic or English proficiency level of the student.

- Activities such as Family Literacy bring together adults in AEL and their school- or nonschool- age children to focus on reading and learning.

- Work-based education programs, both on employer sites and off-site, aid participants in attaining employment goals and retaining employment.

Key strategies

Professional Development: DESE will…

- Support training and emphasize the need to assist AEL customers in goal development while considering their roles as family members, community participants, workers and lifelong learners.

- Provide support through a nonthreatening learning environment (e.g., school or career center for on-site learning; home, workplace or library for online learning) for learners to develop the skills to use English accurately and appropriately.

Best Practices: DESE will…

- Promote use of standardized tests and provide professional development opportunities that allow teachers to monitor learner progress and follow up on learner advancement to other training programs, employment, postsecondary education, self-sufficiency, attainment of a secondary school diploma and other individual goals.

- Provide additional resources and support to second-language acquisition and integration with relevant life experiences by emphasizing development of critical thinking, problem solving and other culturally specific skills necessary for self-sufficiency.

Key programs

Missouri AEL Professional Development Center

GED Online

Adult Community Education System (ACES reporting system)

Family Literacy with ESL focus

For more information:

http://www.dese.mo.gov/divcareered/

http://www.ed.gov/about/offices/list/ovae/pi/adulted

KEY OBJECTIVE 2

**Maintain the percentage of Vocational Rehabilitation clients
who achieve an employment outcome
after receiving services at 78 percent through 2006.**

What's the trend?

In FY2002, the state's Vocational Rehabilitation (VR) program ranked seventh in the nation in the percent of participants achieving employment outcomes after receiving services. While the trend line has been increasing slightly, changes in the definition of employment outcomes at the federal level may impact the state's ability to retain the current rate. In the past, individuals who chose to work in a sheltered workshop were counted as having achieved an employment outcome. Effective October 1, 2001, the new definition of employment outcome excluded sheltered employment. The definition now includes only employment in the competitive labor market that is performed in an integrated setting. Staff and stakeholder agencies will need to continue to focus on expanding integrated employment opportunities for all participants.

Federal performance measures for Vocational Rehabilitation
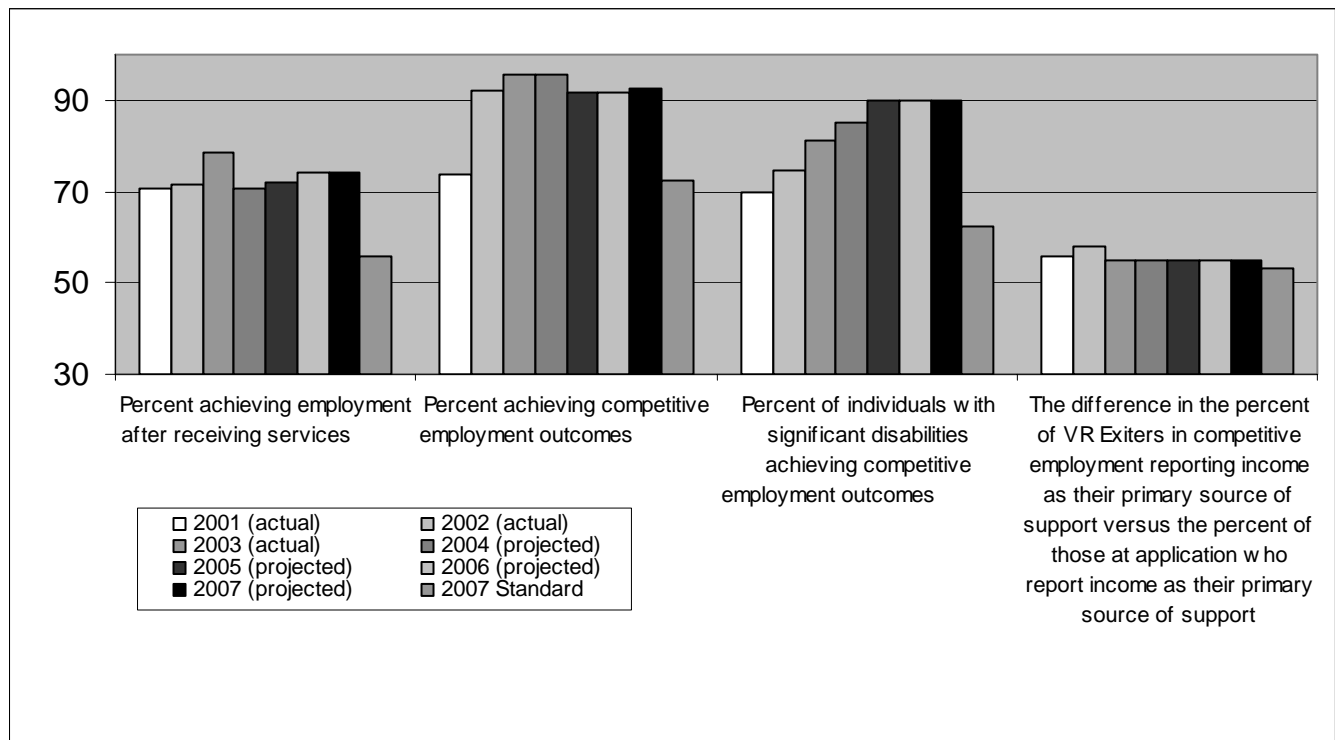
Federal performance measures for VR (continued)
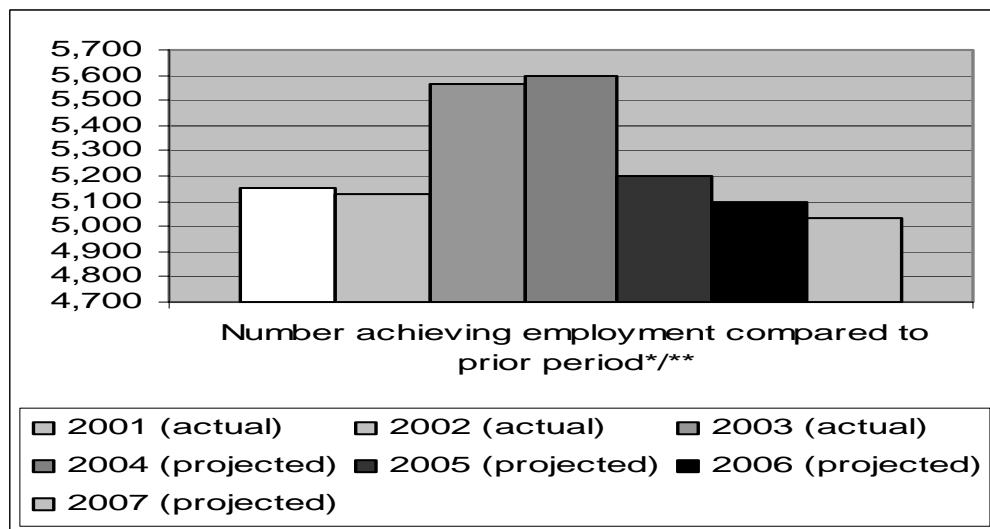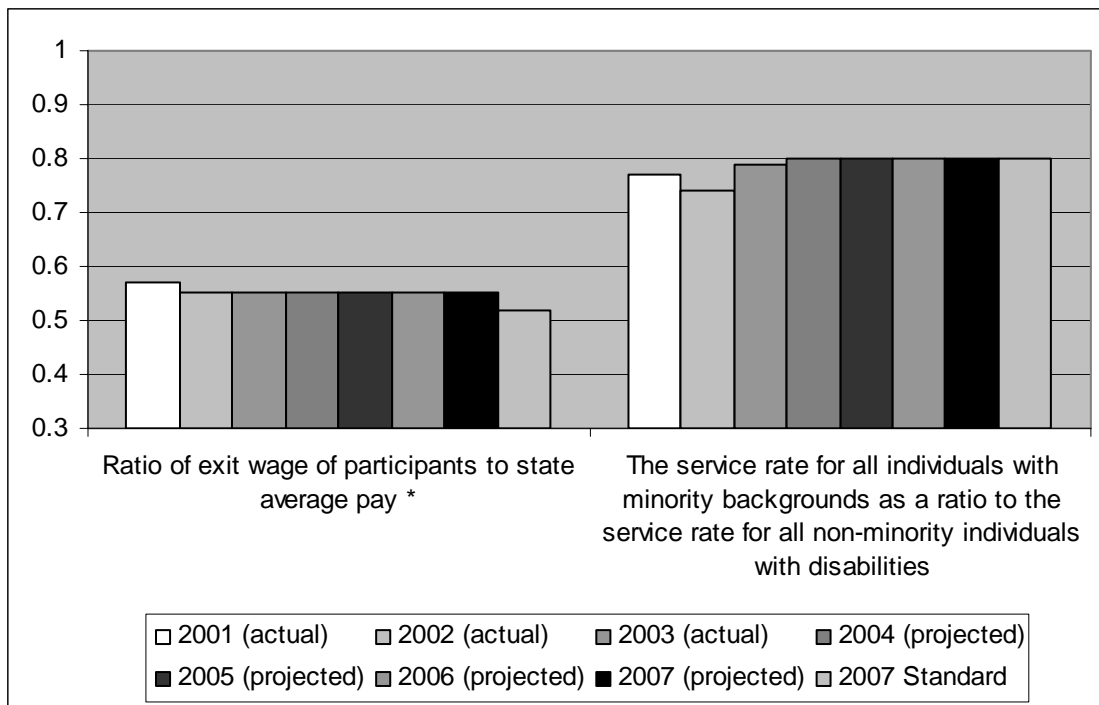
Source: Division of Vocational Rehabilitation, October 2004

*Projected figures for 2004, 2005 and 2006.

Note: The descriptions of the standards are abbreviated for this report. To achieve successful performance on Evaluation Standard #1 (employment), VR must meet or exceed the performance levels for four of the six performance indicators in the evaluation standard, including meeting or exceeding the performance levels for two of the three primary indicators (# 1.3, 1.4 and 1.5). To achieve successful performance on evaluation standard 2 (equal access), VR must meet or exceed the performance level for performance indicator 2.1.

**The federal definition of employment outcome was changed in October 2001 to include only integrated employment at minimum wage or above, therefore excluding sheltered employment outcomes.

Beginning in FY2004, per federal law, mandatory waiting lists pertaining to the eligible consumer's severity of disability (Order of Selection) will be implemented on 10/1/2003 due to insufficient budget to serve all eligible individuals. Persons with the most severe disabilities will be served first.

Why is this objective important?

Reaching a competitive and integrated employment outcome is a primary goal for the state's vocational rehabilitation program. When individuals obtain competitive employment, research shows that dependence on public assistance is reduced or eliminated, which greatly saves state and federal resources. In addition, these individuals pay taxes and are provided with skills and knowledge to support themselves and their families in the future. Failure to address this objective will impact the state's ability to meet the program's federal performance measures.

How does Missouri compare to other states and the nation on this measure?

Missouri's VR program ranked seventh in the nation in FY2002 in the percent of participants achieving employment after receiving services. Missouri's rate of 71.6 percent can be compared to a national standard of 55.8 percent and the rates for the following border states: Iowa, 56.2 percent; Illinois, 69.5 percent; Arkansas, 48.9 percent; Kansas, 57.2 percent; and Nebraska, 61.7 percent.

What factors influence this measure?

- Availability of jobs in the participant's community.

- Availability of support services, such as guidance and counseling, child care and transportation.

- Access to community-supported employment services.

- Access to training and education opportunities.

- Availability of assistive technology services.

- Collaboration of the Missouri Career Center partner organizations and other related agencies.

- Availability of qualified rehabilitation professionals to serve individuals with disabilities in every county in Missouri.

What works?

Internal Staff Professional Development

- VR focuses on the continuous development of qualified staff. Master's level counselors provide specialized case management of target populations, such as the deaf, those with traumatic brain injury and students with disabilities or spinal injuries, which improves outcomes.

Collaboration

- A collaborative team approach to providing client assistance, which can be fostered by joint training and development of state and stakeholder staff (e.g., client advocacy groups, community rehabilitation staff) on assisting clients with informed choices and providing information and opportunities about employment.

- Recipients of Social Security Disability benefits are automatically eligible for VR services. This significantly reduces the time necessary for VR counselors to verify and determine eligibility and reduces the time necessary for an individual to reach an employment outcome.

- Collaboration with secondary schools on the Transition from School-to-Work program to assist students with disabilities in finding and retaining post-high school employment

- Developing cooperative relationships with CILs to provide employment support services and address independent living issues.

- Developing and maintaining partnerships with service delivery systems, including Missouri Career Centers, Ticket-to-Work programs and Community Rehabilitation Programs (CRPs).

- Development of VR retention plans in target areas of the state to keep consumers from dropping out of VR services.
- Agreements between VR and Community Rehabilitation Programs (CRPs) for outcome-based services. CRPs are now reimbursed for employment-related services based on whether the services were successful for the consumers.

Key strategies

Performance: DESE will…

- Continue to monitor the pilot project designed to measure customer satisfaction after an individual's first individualized plan.
- Provide assistive technology for clients to use in the workplace or in training.
- Use strategic planning teams to develop ways to improve customer satisfaction, reduce the number of individuals dropping out of VR services, and increase the number of competitive employment outcomes.
- Continue using the division strategic plan teams to recommend strategies to assist persons with disabilities.

Collaboration: DESE will…

- Increase the number of secondary schools participating in the Transition from School-to-Work program.
- Use federal funding to expand community-based services and services with Missouri Career Centers ("one-stops").
- Coordinate more closely with Missouri Career Centers for placement services.
- Encourage more CRP programs to expand community-based sites for situational vocational assessments.
- Ensure that job-training programs, education programs and other programs make their services accessible for persons with disabilities.

Internal Operations: DESE will…

- Implement the Missouri Rehabilitative Information System computer-based case management system so that staff members spend less time on paperwork and more time assisting clients in obtaining employment outcomes.

Key programs

Federal Ticket-to-Work Program

Transition from School-to-Work program

Supported Employment program

Community Rehabilitation programs

CILs

Missouri Career Centers

For more information:

http://www.vr.dese.mo.gov

Missouri State Rehabilitation Council Annual Report, FY2002

KEY OBJECTIVE 3

**Maintain a decision accuracy rate of 96 percent or better
and a turn-around time of 86 days or less
in processing Social Security Disability claims.**

What's the trend?

The number of Social Security Disability claims filed has continued to increase since the past fiscal year. This is due in part to the aging baby boomer population. The status of the economy has some impact on the number of claims filed. With the increase in requirements to adjudicate the disability claims, recruitment and retention of qualified staff becomes an issue. Sufficient staff, caps on the number of full-time employees, and the availability of other jobs within the economy all influence client services.

Disability claim processing standards

	2001 (actual)	2002 (actual)	2003 (actual)	2004 (projected)	2005 (projected)*	2006 (projected)*	2007 (projected)*
Accuracy rate	97%	95.2%	96.2%	97%	96%	96%	96%
Processing time	86 days	78 days	78 days	86 days	86 days	86 days	86 days
Claims processed	76,993	84,129	84,129	86,000	86,000	88,000	90,000

Source: Division of Vocational Rehabilitation, Disability Determinations Section, October 2003 and May 2004

*Data is projected based on SSA's Document Management Architecture and could be greatly affected by this process.

> **About the measure:** Effective October 1999, DDS began a new method of claim adjudication by combining the initial process with the reconsideration process. This new process results in a longer processing time because it includes a conference with each person being denied benefits at the initial level of adjudication. Information presented in this table is calculated on an annual basis. Data related to the Social Security Prototype process are calculated on a rolling basis.

Why is this objective important?

The SSA estimates that approximately 86,000 disability determinations claims will be processed in FY2004. Adequate funding and staffing help ensure that quality, accurate and timely decisions are made. If adequate funds are not granted, recruitment and retention of quality staff will be adversely affected, which will result in decreased services to persons with disabilities who may qualify for assistance.

How does Missouri compare to other states and the nation on this measure?

Missouri DDS has continuously ranked in the top 10 in all claims adjudicative areas. The Missouri DDS is participating in an SSA Prototype redesign process with nine other states. The adjudicator average pending caseload is 83 while the national average is 138. Claims processing time is better than the national average by 14 days in Title II and 18 days in Title XVI.

What factors influence this measure?

- The type and level of claims received can influence processing time. Initial Title II/Title IX or Concurrent Claims, Continuing Disability Review (CDR) claims, and hearings can all factor into the processing of Social Security Disability claims. Other factors include, but are not limited to, the availability of current medical evidence, the need to purchase additional medical evidence, timely responses from the medical community, and changes in policy.

- The initial claims workloads, which make up about two-thirds of the Missouri DDS workload, are projected to increase 4.5 percent for the next fiscal year, in part due to significant job loss in the state and the aging baby boomer population.

- DDS has been under an imposed hiring freeze by SSA since October 2002. Due to state legislated retirement incentives, natural attrition rate of employees and the anticipated increase in workload, the retention of qualified staff presents a real issue.

What works?

Best Practices

- DDS continues to focus on qualified staff experienced in all levels of case adjudication.

- DDS continues with a balanced approach (quality, timeliness and cost-effectiveness) toward case adjudication. DDS no longer makes referrals to VR due to the language of the Ticket-to Work legislation.

Key strategies

Internal Staff Professional Development: DESE will…

- Maintain a well-qualified and well-trained work force.

Funding: DESE will…

- Fully use available funding from the SSA.

Key programs

DDS

For more information:

http://www.vr.dese.mo.gov

http://www.ssa.gov

KEY OBJECTIVE 4

Meet or exceed performance goals for students enrolled in career education programs at the secondary and postsecondary level.

When Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998, the accountability measures became the cornerstone of career education. It immediately became necessary for each state to put an accountability system in place that would not only meet federal requirements but would also assist states in using data for program improvement efforts.

DESE negotiates levels of performance with the U.S. Department of Education's Office of Vocational and Adult Education. Based on those negotiated levels and the data submitted by each local education agency, the following graphs depict Missouri's achievement during FY2000, 2001, 2002 and 2003, which were the first four years of the new accountability system.

Missouri's secondary Perkins performance (FY2000, 2001, 2002, 2003, 2004)
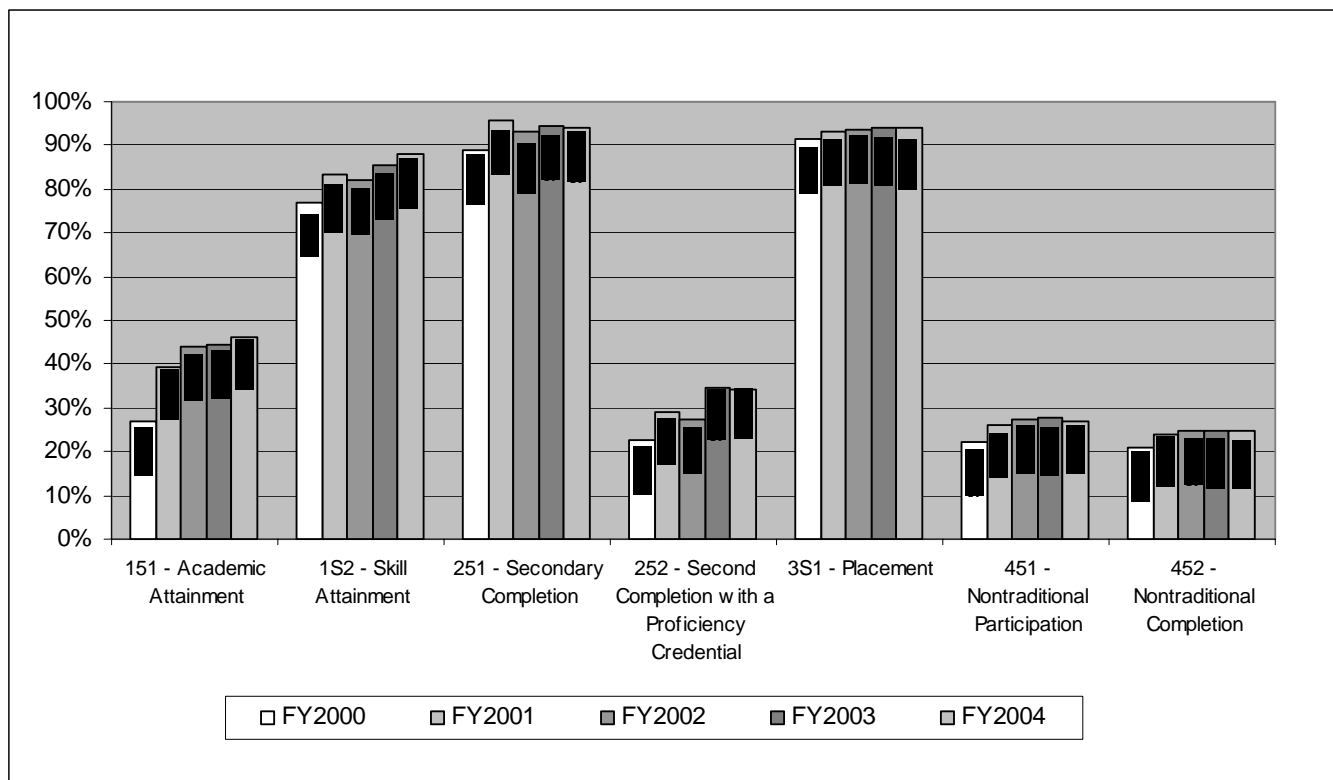
Source: Division of Career Education, Administration and Accountability Services, January 2005

Missouri's postsecondary Perkins performance (FY2000, 2001, 2002, 2003, 2004)
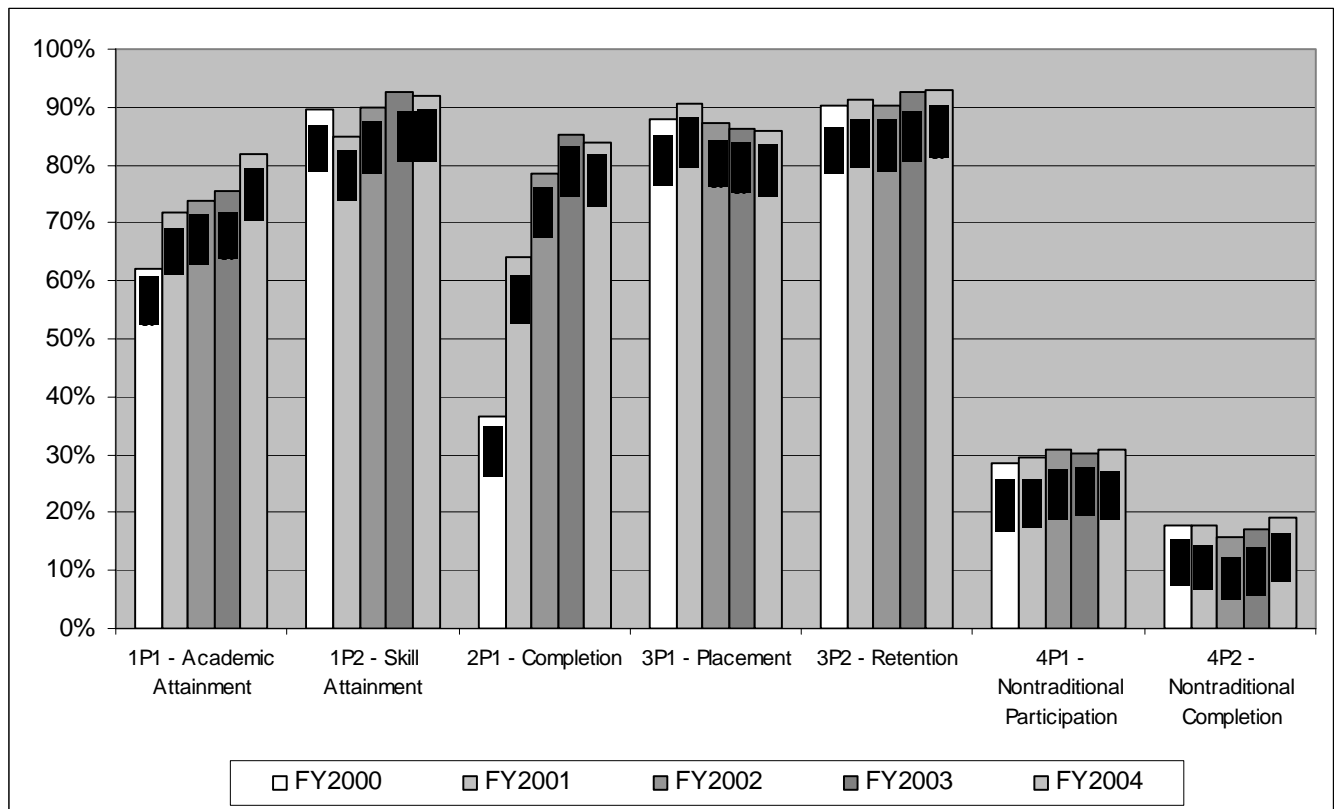
Source: Division of Career Education, Administration and Accountability Section, January 2005

Why is this objective important?

The Division of Career Education is responsible for the administration of state and federally funded career education programs, services and activities within the state. The career education delivery system for postsecondary and adult students consists of 57 area career centers, one state technical college, 12 community colleges with 17 campuses, eight four-year institutions and two state agencies. In FY2002, 143,227 secondary and 58,713 postsecondary students participated in Perkins-funded activities.

According to the U.S. Department of Education's Office of Vocational and Adult Education, federal and state policy makers increasingly see career education as a critical component of larger education and work force development systems.

In March 2004, the Missouri Training and Employment Council released the State of the Workforce Report, which outlined strengths and weaknesses in Missouri's work force and related educational system. Among the recommendations was that Missourians must recognize and embrace the new knowledge-based economy. Strategies recognized include increased academic rigor and expansion of the career education system.

One goal of the Perkins Act is to align vocational-technical education with state and local efforts to reform secondary schools and improve postsecondary education. The Perkins Act accountability measures take into consideration today's knowledge-based workplace. Academic performance is recognized as an integral part of occupational skill attainment.

Meeting or exceeding the adjusted levels of performance has resulted in incentive dollars for the state. More important, accountability data will be used to report to Congress how career education affects students and how the funds provided are assisting students to meet academic and career education skill attainment requirements.

How does Missouri compare to other states and the nation on this measure?

Because each state uses different methods of student assessment, state-to-state and national comparisons are not possible for Perkins performance data. Each state is measured against its own set of negotiated standards, with an emphasis on continuous improvement.

What factors influence this measure?

- Quality and appropriateness of data collected.

- The ability of districts to collect and analyze data in a timely manner.

- Follow-up of students.

- The cost of postsecondary education affects student participation and retention in postsecondary education.

- Fluctuations in the national, state and local economies affect job placement and retention measures for federal and state programs

- The level of professional development new teachers receive affects student success in career preparation programs.

- In April 2004, the Commissioner of Education appointed the Task Force on the High School, a special task force that will recommend ways to strengthen the state's public high schools.

What works?

Professional Development

- New Teacher Institute (NTI), which is a concentrated two-week course designed to enhance the industry expertise brought to the classroom by career education instructors.

- Perkins recipients receive on-site technical assistance focusing on data collection and analysis, finance and general program administration. A team of DESE staff members have been trained to provide leadership and technical assistance to local education agencies.

- The Career Education Mentoring Program assists new or returning career education teachers/counselors, by pairing participating teachers/counselors (protégés) with experienced teachers/counselors (mentors) for guided mentoring activities over the entire school year.

Best Practices

- Initiatives that encourage Missouri students to link technical skills with academics and/or high achievement, including several nationally recognized curriculum programs and industry certifications.

- The Vocational-Technical Education Enhancement Grants for high-demand occupations improve program services, equipment and curriculum development.

Communication

- The Division of Career Education (formerly Vocational and Adult Education) has implemented a communications plan designed to create awareness, greater understanding and increased interest in the opportunities and benefits of career education for Missouri students.

Collaboration

- Articulation and dual credit agreements between secondary and postsecondary schools reduce the cost and time in training for students who take advantage of such options.

Key strategies

Best Practices and Technical Assistance: DESE will…

- Continue to sponsor the eight New Traditions Regional Resource Centers, which help schools and community colleges develop awareness activities and recruit and retain students, especially those from special populations.

- Continue to participate in U.S. Department of Education technical assistance and in-service activities.

- Continue to provide technical assistance and in-service to local education agencies.

Funding: DESE will…

- Continue to support and use Career and Technical Student Organizations (CTSOs) to assist students in achieving academic success, skill attainment and leadership skills.

- Support the effective use of existing and new technologies to aid in service delivery for adults, including those with disabilities.

- Support customized training, short-term training and basic skills training in the workplace and at other locations to improve worker skills and employer productivity.

Implementation: DESE will…

- Implement the approved state plan for career education as required by the Carl D. Perkins Vocational and Technical Education Act of 1998.

- Use a Web-based Perkins application, which will allow for a less complicated submission process at the local level and timely review/approval process at the state level.

- Incorporate appropriate findings and recommendations from the Missouri Training and Employment Council's March 2004 State of the Workforce Report.

Collaboration: DESE will…

- Continue to collaborate with other state agencies to establish a comprehensive system of work-force preparation.

- Establish cooperative agreements linking education, career preparation and transition to employment services for adults, including those with disabilities.

Key programs

Automotive Youth Education Systems (AYES)

CISCO Academies and other nationally recognized computer networking or repair certifications

Project Lead the Way (PLTW)

High Schools That Work (HSTW)

Kuder Career Planning systems

Career and Technical Student Organizations (CTSOs), such as Distributive Education Clubs of America (DECA); Family, Career and Community Leaders of America (FCCLA); Future Farmers of America (FFA); Future Business Leaders of America (FBLA); Skills USA; and Technology Student Association TSA

New Teacher Institute (NTI)

Career Education Mentoring Program

Vocational-Technical Enhancement Grant Award Program

Articulation Agreements/Dual Credit Agreements

Tech Prep

A+ Schools

Missouri School Improvement Program (MSIP)

New Traditions Regional Resource Centers

For more information:

http://www.dese.mo.gov/divcareered/

http://www.ed.gov/about/offices/list/ovae/pi/adulted

KEY OBJECTIVE 5

**Increase the number of persons with significant disabilities
who receive Independent Living Services by 38 percent,
from 12,887 in FY2003 to 17,871 by 2006.**

What's the trend?

Vocational Rehabilitation (VR) administers the IL grant program through a statewide network of 21 CILs. The trend has been to increase the number of persons with significant disabilities receiving IL services each year. This has been accomplished through outreach activities and the expansion of the consumer-directed PAS program. With the passage of flexible funding language in HB 1111, the PAS program has experienced considerable growth over the past three years. While new consumers continue to be added, the rate of growth has leveled off to approximately 140 new consumers monthly.

	2000 (actual)	2001 (actual)	2002 (actual)	2003 (actual)	2004 (projected)	2005 (projected)	2006 (projected)	2007 (projected)
Number of persons with significant disabilities who receive IL services	5,454	7,787	11,327*	12,887	14,567	16,247	17,871	18,291
Number of persons with significant disabilities who receive PAS	513	1,847	3,377	4,759	6,439	8,119	9,799	10,029
Number of persons with significant disabilities to transition from nursing facilities to the community who receive Consumer-directed PAS services (cumulative)[1]	15	33	71	93	102	107	112	117

[1]*data reported for state fiscal year*

*change in federal data reporting

Source: *Division of Vocational Rehabilitation, October 2003 and May 2004*

> **About the measure:** Data about the numbers of individuals receiving IL services are reported in the Federal Independent Living Section 704 Report.

Why is this objective important?

CILs provide an array of services to consumers within their communities that include the four core services: information and referral, advocacy, peer counseling and independent living skills training. Programs and services provided by the CILs result in consumers:

- Accessing community resources to manage their own personal needs.

- Educating community leaders to promote equal access and improve the quality of life for all community members.

- Accessing and developing alternative community resources to lessen the monetary strain on state and local service agencies.

Independent living skills training enhances the quality of life for persons with disabilities and fosters inclusion in community life. These services benefit persons with disabilities by allowing them to live with greater independence and to direct and be responsible for their own lives in a more cost-effective manner. Consumer-directed PAS services are designed to enable nursing home eligible consumers to live in the most integrated community setting appropriate to their individual support requirements and preferences based on unmet need, thereby reducing the overall cost to the state.

How does Missouri compare to other states and the nation on this measure?

According to data collected by the National Council on Independent Living, Missouri ranked fourth among states in 2000 for the number of community-based centers providing local access to services. However, there are no national reporting databases for comparing service standards for the IL and PAS programs.

What factors influence this measure?

- Availability of public transportation and accessible housing.

- Systemic barriers in federal and state Medicaid regulations.

- Budget constraints in state-funded programs have an impact on program operations, outcomes and outputs. For instance, October 2003 budget constraints caused an order of selection process that reduced the number of individuals served by VR.

What works?

Collaboration

- The IL and PAS programs work closely with the Missouri departments of Social Services, Health and Senior Services, and Mental Health to provide meaningful choices and quality services to consumers. The interagency collaboration allows consumers to have a choice of individualized, comprehensive services through the service delivery model that best meets their individual needs. Resource sharing provides a cost-effective approach to promoting independent living in the most integrated community setting appropriate to a consumer's support requirements and preferences.

- Developing and sustaining partnerships at the government and local level with consumer involvement to ensure that effective strategies are designed to improve supports in the community to sustain independence and inclusion.

Key strategies

Funding: DESE will…

- Investigate and develop options for increasing the number of persons with significant disabilities in nursing facilities who choose to transition to community-based living.

- Identify resources and develop initiatives that expand statewide IL services.

Collaboration: DESE will…

- Continue to collaborate with other state agencies to establish a comprehensive system of personal assistance services.

- Work with the CILs to promote self-advocacy, peer counseling, independent living skills training, and information and referral to facilitate independent living options for consumers in their communities.

Key programs

Centers for Independent Living

Missouri House Bill 1111

Olmstead Supreme Court Ruling

Federal-State Home and Community-Based Services

For more information:

http://www.vr.dese.mo.gov